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VOL. IX

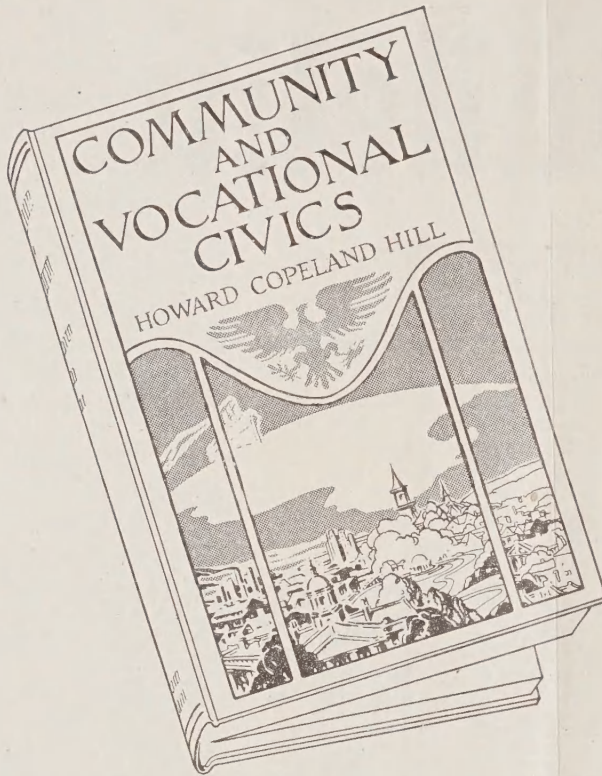
NOVEMBER, 1928

NUMBER I



West Virginia Collegiate Institute, Institute, W. Va. Several of the sessions during the annual meeting were held here.

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THE BULLETIN

VOL. IX

NOVEMBER, 1928

NUMBER 1

TABLE OF CONTENTS

	Page
Purpose and Program of the National Association of Teachers in Colored Schools, W. J. Hale	5
The National Association of Teachers in Colored Schools' Twenty-fifth Birthday, A. S. Wright	8
A Challenge to the National Association of Teachers in Colored Schools, Leo M. Favrot	10
Report of the Committee on Resolutions and Findings	13
Sketch Tooth Talk, Madeline L. Tillman	14
Report of the National Education Association Committee to Co-operate with the National Association of Teachers in Colored Schools	15
Unequal Chance and a Suggested Remedy, S. H. Lee	16
Division of Negro Education, North Carolina, N. C. Newbold	17
Among Our Readers	19
The Editor's Page	18
The Negro Child and The Curriculum, Edna M. Colson	23

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COME ON, TEACHERS, IT'S FOR US YOU ARE ORGANIZING

THE BULLETIN

VOL. IX

NOVEMBER, 1928

NUMBER 1

Purpose and Program of the National Association of Teachers in Colored Schools

PRESIDENT'S ANNUAL ADDRESS

Delivered by President W. J. Hale, Charleston,
W. Va., July 24th, 1928

During the past year the various states comprising our organization have worked seriously in an endeavor to aid the N. A. T. C. S. to liquidate its indebtedness at the Charleston meeting. I especially wish to compliment the great states of Florida, Alabama, Tennessee and West Virginia for having gone "over the top" more than 100% of their assigned quota. The officials of the Association have worked untiringly in connection with the membership campaign, bulletin, research, and preparations for the annual meeting. The local committee of West Virginia has wrought well, and its monument is in plain view to us all as we enjoy the good things of Charleston. In connection with the Bulletin and Membership, our Executive Secretary has worked hard and untiringly. In the field of Research and Statistics, commendable work has been done by Mr. W. A. Robinson of North Carolina, Miss Fannie C. Williams of Louisiana, and Mr. M. N. Work of Tuskegee.

The Trustee Board, in its sessions at St. Louis, Atlanta and Durham, worked out many constructive plans which will bear fruit in the future. President J. R. E. Lee, as National Organizer of the Association, and as one of its most zealous workers, deserves commendation. The General Education Board and the Rosenwald Fund have been especially active in co-operating with the Association directly and indirectly. The very nature of their program in building better Negro school houses and in making possible better salaries for Negro teachers, is directly in line with the N. A. T. C. S. program for amelioration. Special tribute should be paid to such men as Mr. S. L. Smith, Director of Rosenwald Fund in the South; Mr. Jackson Davis and Mr. Leo Favrot of the General Education Board; Mr. A. K. Stearn, General Director of Rosenwald Fund; Mr. B. C. Caldwell of the Jeanes Fund; Dr. J. H. Dillard of the Slater Fund and Mr. Julius Rosenwald. Through the interest and endorsement of Miss Mabel Carney of Teachers' College, the N. A. T. C. S. is being seriously considered by such a great institution as Columbia University. Each year our relationship with the N. E. A. is growing more cordial and intimate. Not only did it invite your president to address its 1928 session in Minneapolis, but it has ap-

proved a plan whereby each year a representative from our Association is to appear on their program and bring greetings. Furthermore, the N. E. A. has provided that one of its members, conversant with Negro education, shall appear annually on its program with the result of a study made of Negro education.

Twenty-five years ago the National Association of Teachers in Colored Schools was organized to accomplish a series of objectives which might well be grouped under the following headings: (1) To unite the teachers in Colored schools, irrespective of race, into a strong professional unit; (2) to study co-operatively the problems arising in connection with Negro education; (3) to devise ways and means for a solution of these problems.

At that time its purposes were called ambitious, for it was patent to all that no improvement either in the salaries or the tenure of teachers was possible until the actual conditions in colored schools should be ascertained and published to the world. During the first few years a number of disagreeable, partially unanalyzed and unverified reports were made at each annual meeting. More and more they became aware that standards were lower than they had ever dreamed.

It need not be said that a task so broad in scope as the one just outlined has not been fully accomplished to date. The organization of any large group—certainly of nearly 50,000 teachers scattered throughout all of the Southern states and in several of the Northern states and under state, denominational, and private employment—is tremendously difficult and only in theory approaches the ideal 100 per cent as a limit. The changing economic and social standards in America since the war have greatly aggravated the task of fully comprehending the many-sided problems in Negro education. In fact, the result of these changes has been, and still is, somewhat a source of embarrassment to educational forces in general in their efforts to provide adequate solutions for their problems.

How well the Association has wrought is revealed, in a large measure by a comparison of the

educational situation of 1903 with that of 1928. The aims of the organization, both immediate and remote, offer a challenge to educators and serious thinking laymen generally.

The organizers phrased their purpose in these words: "To promote the interests and efficiency of the teachers in Colored schools to the end that children taught by them might receive adequate preparation for, and take an increasing part in, American life."

In carrying out this purpose it considered the situation in the education of the Negro under two headings: The problems of the teacher and the problems of the Negro child. Thus it proposed to investigate (1) The preparation of teachers—the amount of training they had received, the type of school attended and the nature of the training; (2) the salaries of teachers—entrance salary, yearly increases, maximum salaries, adequate living wage; (3) the tenure of office—number of years in a given system, number of years in the profession, teacher turnover; (4) efficiency—spirit and attitude, success of work, professional growth on job.

Few of the great mass of colored teachers in the Southland were graduates of an accredited high school; fewer still were graduates of colleges of standing; and practically none had received diplomas from a college for the training of teachers.

That the work of these teachers was characterized by superficiality and looseness, that scholarship was lacking among them, and professional technique all but unknown, are facts that need not be dwelt upon. Nor were searching analyses or long drawn out investigations required to discover that the causes of the conditions in the teaching profession were poor pay and uncertain tenure. The few worthy men and women in the profession were those motivated by altruism; the rest were charlatans and incompetents seeking "easy jobs".

To them in the dawn of illusionment, the picture on the equipment side was no less dark. The schoolhouses in the cities were, for the most part, old and ill-equipped; in the rural districts rude, unpainted, dilapidated. The furniture of many of these old and ramshackle buildings was of the cheapest sort. Little thought was given to health. The water supply often came from nearby wells which, nine times out of ten, were bored without thought of surface drainage. The common drinking cup was used as a matter of course. And the ubiquitous roller towel rolled serenely on. Light and air seemed never to be thought of except when an August sun beamed down on one side of these dark structures and made them almost unbearable, hot and stuffy.

The membership of the organization grew slowly at first. In spite of the fact that Booker T. Washington was yearly preaching to the nation the gospel of Industrial Education for the Negro, and with much success, its membership when it was ten years old was less than 250. Many of the best colored teachers were still unconvinced of the value of or-

ganization. The rest were distrustful, and rightfully so, since an organized fight for better schools and more pay meant that teachers must prepare themselves for their profession. But theirs was an increasing purpose. The World War came, and with it, a greater demand for the services of the Negro. While the membership of the organization did not increase greatly during the war period, its ability to furnish the government competent men for supervisory and special training work among the Negro people definitely turned the tide in its favor and laid the foundation for that steady and productive growth that has attended the organization since 1919.

That revival of learning which has swept the nation since the close of the war was already under way. The South was already beginning to see that in more education and a little larger participation in the life of the community lay the remedy for the Negro migration. A cry was sent up throughout the South for teachers. Mr. Leo M. Favrot, Field Agent of General Education Board, a typical state of the lower South, said in his yearly report, "The colored schools of Louisiana are sorely in need of trained teachers. During 1917-18 there were three parish training schools aided by the Slater Fund and the General Education Board. The State Agricultural and Mechanical College trains a few teachers each year." This quotation from Mr. Favrot's report shows that the trained Negro teacher's services were beginning to be in demand.

The problems of the Negro child it proposed to study with regard to (1) schoolhouses—number, kind, equipment; (2) length of term—attendance, seasonal absences, cost per capita; (3) health—sanitary conditions, physical conditions of children; (4) home life; (5) community environment; (6) libraries; (7) curricula.

The Association has been keenly interested in the professional training and development of teachers in colored schools. It desires to make every Negro teacher one of the best trained men in his profession for his peculiar type of work. With the raising of standards, today such preparation is conceived to be not less than post-graduate work equivalent to the master's degree for college teachers, a college degree for secondary school teachers, and a two-year normal course of college grade for elementary school teachers. Towards this end it endeavors to use its influence within its group, and with educational authorities, to raise the standards for admission into the profession and to require partially prepared teachers already in service to do additional work in summer schools or in evening classes in order to meet the new professional standards.

A profession of recognized standing must be organized. Hence the Association strives to enroll all of the 50,000 or more teachers in Colored schools into one large group similar to the National Educational Association. Through such an instrumentality the entire body would be in a better position to gain a hearing on such vital questions as salary,

working conditions and equipment. With the nucleus that it has had, the Association has continually urged these questions and has been able to accomplish much through the co-operation of the Jeanes Fund, the Phelps-Stokes Fund, the General Education Board, the Slater Fund, the Rosenwald Fund and state officials. The collection and publication of comparative figures showing the differences in the salary scale, equipment and per capita pupil expenditure in white and colored schools and in colored schools in different localities and states has been one of the potent influences in setting machinery to work to ameliorate subnormal conditions.

The numerical increase in the membership of the Association from 56 in 1903 to 5,000 in 1927 shows that a professional consciousness among teachers in colored schools has begun to develop. At the Nashville meeting, in July, 1927, at least 1,500 teachers were in attendance, representing the states of Florida, Arkansas, Tennessee, North Carolina, Alabama, Louisiana, West Virginia, Georgia, Delaware, District of Columbia, Kansas, Kentucky, Maryland, Mississippi, Missouri, New Jersey, Oklahoma, Pennsylvania, South Carolina and Texas. That such a large group should attend the national meeting at their own expense and that the attendance has grown steadily each year, despite the fact that the emphasis is professional rather than social, is significant.

Its program holds as its highest duty the making of every Negro child of the nation an asset. To that end the Nashville meeting used as a conference theme "The Needs of the Negro Child," and all of the addresses, group conferences and papers were devoted to the study of some phase of that problem. Teachers in Negro schools are beginning to see the child in terms of the curriculum. The Nashville meeting emphasized the vital need of encouraging and helping the child to secure the best possible environment in which to develop. Directed play, the value of the recess period, medical and dental inspection were carefully analyzed as essential factors in normal development. It was strongly emphasized that the school should be made so attractive that the child would not desire to miss a day. The child needs sympathetic teachers who understand the "ages of childhood" and childhood interests and who enjoy living and the beauties of life. A new attitude—one of friendliness and advice—should supplant the old "schoolmaster attitude" of yesterday. The Nashville conference regarded the child as the main factor in education.

In the midst of American civilization stands a little child. Take wise and loving care of that child and all human interests are saved. Neglect the child, and all human interests are lost.

In addition to its considerations of the teacher and the child, the Association is concerned with another factor—the citizen. The endeavor to educate, as thoroughly as possible, Negro citizens to know and assume their obligations to the school is one of the important planks in its working program. Parents have long placed the entire burden of education on

the school, as though education were an isolated activity, a thing apart from every day life. Through the National Parents-Teachers Association, an affiliated organization, the Association is making a serious effort to sell education in its broadest sense to the Negro parent. Unless there is perfect understanding between parents and teachers the child suffers because of (1) conflicting ideals of school and home; (2) laxity in discharging school obligations and re-enforced by parental approval; (3) failure of community support in getting adequate equipment for successful prosecution of work.

The Bulletin reaches nearly 5,000 readers. Its influence is abroad in the land. The great National Educational Association recognizes the Association and is beginning to co-operate with it. Powerful friends have heard its cry and have been able to focus the spotlight on Negro education; it is proud that it has been able to secure the aid of powerful friends to the cause of Negro education, but its task has just begun.

In 1924 the National Association of Teachers in Colored Schools was able to publish for the first time its Official Organ—**The Bulletin**. Up to the present time this is its most considerable contribution to the cause of Negro education. It has not been a phenomenal success, and has, according to the Executive Secretary, Mr. C. J. Calloway, in his latest report, been kept going in the face of great odds. It has not yet become a widely circulated advertising medium for either the teacher seeking a position or the administrator seeking a teacher. That it has reached a position of respect in the world of the teacher, however, is indicated by the reception it has received in high places. In complimenting the service it is rendering, the Head of the Department of Rural Education of Columbia University wrote its editor recently: "Please send me the February and March issues of the Bulletin. I want to keep my file of this most excellent magazine complete. The Bulletin gets better each month and is certainly a big contribution to its field." Dr. James H. Dillard, President of the Jeanes and Slater Funds, says of it: "The Bulletin should be not only the Official Organ of the National Association of Teachers in Colored Schools, but it should become an efficient organ for all the forces that are at work for education of the colored youth of the South."

The professional studies and investigations of the organization have been greatly handicapped by lack of funds for such purposes. However, some work of this type has been attempted and successfully completed. An examination of the seven volumes of **The Bulletin** will show quite an array of professional studies of a more or less scientific nature. At this point, I shall call to your attention three studies recently completed:

"Study of the Status of High Schools for Negroes," by Mr. W. A. Robinson, State Supervisor of Colored Schools in North Carolina.

(Turn to page 15)

The National Association of Teachers in Colored Schools' Twenty-Fifth Birthday

The National Association of Teachers in Colored Schools observed its twenty-fifth birthday in Charleston, West Virginia, July 23, 24, 25, 26, 1928. A more comfortable, pleasing, and hospitable place for this celebration would be hard to find. Not only did the teachers of West Virginia vie with each other to make the stay of every delegate attending this convention a delight, but the citizens as well gave themselves, their homes, and their cars unstintingly to the Association's use. No need to look for a street car or a taxi, just hail any passing car with the invitation splashed over its back—"Get in Miss N. A. T. C. S. and ride with me," and so we did. Sometimes the distance was far less than a city's half block, but the invitation said "ride" and so we rode. No need to jingle our pockets with silver. Supervisor Boyd gave to each delegate a book of coupons for a mere handful of silver, and, to your hostess, to your waiter, to the ice cream and soda water clerk pass the coupon book and save your pocket from the bulge of nickels and dimes. A real saving of time and a guarantee against loss of money. The greatest concern was, "Will I lose the key to my house?" for the landlady handed you a key to her front door when you passed her your coupon book—a saver of time again for sometimes the wee hours of the morning found the staid old pedagogue and the rising young teacher still out on the street corners discussing membership and finance. The professors truly celebrated the N. A. T. C. S.' twenty-fifth birthday in Charleston, West Virginia. The teacher who fails to attend the annual meeting every July misses much of wholesome contact with teachers of the profession who have looked through the clouds and have seen the silver lining. Those who attended have returned refreshed for what at the close of the year seemed like a hopeless and thankless task.

Although the election of officers gives a few of us deep dyed-in-the-wool politicians a great deal of concern, never once is the program of the Association neglected. That is the first concern and the most scrupulous attention is given to getting the program ready as early as December preceding the meeting. This year the program was unusually rich. The new President of Howard University held the audience spellbound—and such an audience; young and old, learned and unlearned, came in large and small groups to listen to their former pastor who for nine years had administered to their spiritual needs. Mordecai Johnson has splashed his name all over Charleston. Charlestonians speak with great pride of having given to the largest and most famous Negro University its greatest president. To have heard Dr. Johnson trace the progress of the log cabin twenty years ago to the well built Rosenwald schools of today; to have heard him describe the rural teacher who twenty years ago taught almost by rote,

to the well trained supervisors and the young teacher who knows; to have listened to him give reasons why there should be a National Teachers Association; to have sat spellbound as he paid a glowing tribute to the Yankee teacher who came south in the early days after reconstruction and sacrificed home, companionship with people of her racial group, and for more than thirty or forty years gave of her best to the often times unpromising looking Negro lad and who rejoiced in her opportunity to give her best in years and service; to have listened to him and now and then to secretly wipe away a tear which unbidden would come as you saw many of Cravaths, Howards, Armstrongs, pass in review. This alone would have been a compensation for leaving home and spending a week in this convention. Carter Woodson enlightened his audience with Negro history. The History and English teachers planned a feast in the libraries on their return home in the fall to both verify and become better acquainted with the information brought them. The question as to where the Negro history can be authentically obtained is another reason for the existence of the National Association as in this Association information can be given as to sources of references needed for the teacher whose cry is to know. A plea for perfect peace and harmony to fight against organized murder was made by Mrs. Alice Dunbar-Nelson. Mrs. Nelson was pleasing in manner and convincing in delivery. A resolution to hit hard the institution of organized murder was born in every mother's breast who listened that night to the picture of WAR who gobbles up her sons for reasons she nor he seldom ever knows.

Mr. Ernest T. Atwell, General Supervisor of Playgrounds, brought to the Association a strong appeal for organized play for the child. The teachers listened attentively for fifty minutes to an old subject told in a new and refreshing way. No teacher who deals with children should have failed to have heard Mr. Atwell enumerate the methods of play and the benefits accrued from healthy organized play. Mr. Leo M. Favrot's challenge to the N. A. T. C. S. gave an impetus to teachers present to meet the challenge and so each interested teacher has pledged his most unselfish aid to the Association. The Association finds much strength and pleasure in its contact with Drs. Dillard, Davis, Caldwell, and Favrot. The Metropolitan Life Insurance Company sent to the Association as its representative Miss Pauline Williamson, Head, Department of School Health Bureau of the Metropolitan Insurance Company. Miss Margaret Munson, Cleanliness Institute, New York, spoke on the "Place of Cleanliness in the School Program." This Institute places books in each state for the use of school children. A letter to the National Association will put any teacher who wishes

to use this book in touch with this Institute. Both the student and teacher will profit by a thorough knowledge of these interesting books.

The Sectional programs were an education within themselves. In each section were the teachers able to present their own problems and very intelligent attempts were made to straighten out the kinks of the sections. There was no speech any more attentively listened to and rejoiced in than the one delivered by Dr. John Hope who gave reasons "why" we should continue to patronize our own business and explained how we through the failure of some of our large businesses became a disconcerted people. The race has no more sane educator than Dr. John Hope, and the Association has profited much by having him as one of its founders, administrators, and leaders. Mrs. R. H. Butler, the National President of the National Congress of Colored Parents and Teachers brought greetings from that young association which has outgrown all other associations of its type, both in finance and membership.

The College section, Mr. John C. Wright, Chairman, was presided over for a short while by Mr. E. C. Roberts. President Clark of Southern University acted as its permanent chairman, but in his forced absence due to a multiplicity of committee duties, delegated President Holmes to take the chair. No program was any more constructive than this one. The Presidents of Wilberforce, Howard, Morehouse, Langston, Alcorn, Johnson C. Smith, Delaware State College, Virginia N. & I. Institute; Mr. Newbold, Mr. W. T. B. Williams, Dr. Inborden, Mr. Turner, President Holloway, who was the first chairman of this section and many other outstanding men and women of our schools, took an active part in each meeting of this Section.

One of the outstanding features of the High School Principals' Section, of which Mr. H. C. Trenholm was Chairman, was a recommendation to the N. A. T. C. S. that a survey be made by this organization to discover the occupational opportunities of the Negro in order to better guide Negro youth of high school grade through the best medium possible. The Departments on School Supervision, Mr. W. T. B. Williams, Chairman; Elementary Education, Miss Fannie C. Williams, Chairman; Industrial & Commercial Education, Mr. John W. Davis, Chairman, had sectional meetings which will be reported fully through the pages of the Association's official organ, *The Bulletin*.

President Hale, President of the Association for 1927-28, in his unselfish way, lay aside his address, made a terse short talk, and offered resolutions for the N. A. T. C. S. for the ensuing year. President Lee, of the Florida A. & M. College, and the first president of the N. A. T. C. S., told us in a most interesting manner of the outgrowth of the Association, stressing the fact that not its beginning, but its present and future are the important epochs of the life of the Association. The beginning of the Asso-

ciation was a mere handful. It has grown to nearly 5,000. It must number even more than that if it is to continue in its upward striving.

The Twenty-fifth Anniversary of the N. A. T. C. S. was the most interesting and successful meeting in its history. Even its welcome addresses were more interesting than welcome addresses usually are. Governor Gore of West Virginia was present and in a masterful way told of West Virginia's attitude toward its Negro citizens. The Negro is not a problem in West Virginia. He is a man and a voter with equal rights and privileges of all racial groups. Every Institute in West Virginia for Negroes is manned by Negroes. This includes the State Insane Asylum. There is no difference in the salary of the white and Negro teachers. Mayor Wertz opened the door of Charleston to the Negro teachers and invited them to visit him at his office. A most pleasing welcome was given by the Superintendent of Education, Mr. George M. Ford, who asserted that West Virginia demanded one standard of all teachers. Mr. T. G. Nutter, a lawyer of Charleston, pleaded with the Negro not to lose his foothold in the industries, in agriculture and the common laborer's jobs that are being rapidly filled by the white man. W. W. Sanders, State Supervisor of Negro Schools, gave a welcome in behalf of the parents and teachers. These were most pleasing addresses, free from the usual flowery oratory and "black mammy" type of welcome, but filled with information, inspiration, and sincerity. Verily did Charleston welcome the pedagogue into its midst. Miss Fannie C. Williams, First Vice-President of the N. A. T. C. S., in responding to the welcome addresses gave in a clear-cut manner the program of the Association.

Under the administration of President W. J. Hale, the Association has closed its most successful year as to interest in membership and finance. In order to meet its deficit, it was found necessary to make a retrenchment for this coming year. The Association is fortunate in having a number of strong educators who gave birth to this buxom lass, still in love with her and still anxious as to her future. The child, though growing, is still young and precocious and often feels that she is wiser than her Dad and sometimes makes an effort to get from under his guiding hand. So he is forced to exercise a great amount of tact and wisdom. The precocity of the child and the wisdom and experience of her Dad are a happy combination and so the young child grows in beauty, strength, and influence. However, a retrenchment because of sordid debt is necessary; therefore with Mr. John W. Davis as its president the young lady's dress will be less pretentious, her rouge less red, but her growth will continue and very soon she will stand forth fully clothed in all her beauty. The National Association of Teachers will live as long as there are teachers in colored schools. She invites every teacher to assist her with her constructive program—A. S. W., courtesy of Tuskegee Messenger.

A Challenge to the National Association of Teachers in Colored Schools

Leo M. Favrot

In seventeen states of the Union, and in numerous places scattered through other states, white children and colored children attend separate schools. This dual school system constitutes the main reason for the existence of the N. A. T. C. S. The very separateness of the Negro schools makes evident many facts about Negro education and brings out its distinctive features and problems. The N. A. T. C. S. is concerned primarily with these facts, features and problems, and the activities, program, objectives and interests of our organization should center about them. Whatever may be the present status of Negro education in any section of our country, it is only on the basis of the knowledge of the present situation that the next wise step can be taken, and that white and colored school people can co-operate in a program of improvement. Members of the two racial groups can work together, with proper regard for one another's view-points, to promote the interests of Negro schools, through this and allied organizations.

Our Purpose Distinct from State and Other National Educational Organizations

If our organization has a distinct purpose to serve, a purpose that is undeniably worthy and needful, it is to sound the advance call for the schooling of the three million Negro boys and girls for whom these separate schools are designed. This organization must muster into service the strongest and most capable of the educators engaged in the training of Negro youth. It is for leaders such as these at their annual meetings to set such goals of achievement and adopt such standards of educational service, that state organizations in seventeen states will respect the leadership of the national body and rally to the support and furtherance of its progressive educational program. Our organization should set up and maintain an affiliation with state teachers' organizations that will prove of mutual benefit to them and to ourselves.

What is our relation to the National Education Association? The N. E. A. is the head of the family. It has been in business for a long time and has become well-to-do and maturely wise. The N. E. A. is interested in us because, in a sense, we belong to it. Whatever interests the N. E. A. likewise interests us, but specifically, in its application to the needs of our separate group. We should be ambitious to do for our group those things that would arrest the attention and command the respect of the larger, broader organization of which we constitute, in effect, a part. Under the guidance of the committee on co-operation between the N. E. A. and the N. A. T. C. S. which, thanks largely to Miss Adair and to Mr. Newbold, has made marked progress in find-

ing itself during the past year, we can look forward to increasingly larger opportunities for service as a national organization.

Three Types of Objectives

Aside from proper affiliation with the two types of educational organizations, state and national, just referred to, what are some of the objectives worthy of an organization such as ours? These objectives might be classified under three heads. As an organization of teachers in colored schools, the members of this Association are vitally concerned about the problems of teaching, and the problems that relate directly to the conditions under which they teach. Teachers want to teach in schoolhouses and classrooms that are properly constructed and equipped; they want a living wage; they want a term long enough to do the task assigned; they want to keep out of the profession those unworthy or not qualified to enter it; they want their pupils to come to school regularly and on time; they want a fair opportunity to show what they can do with a reasonable number of pupils assigned to them. Such teachers hail with delight the Rosenwald Fund movement now providing adequate classrooms for more than one-third of the rural Negro population. Those that find themselves in one of the three states paying, according to the latest available statistics, an average annual salary of less than \$300 cast their eyes longingly on the state that records an average salary for its Negro teachers of \$938 a year, and those in the state with an average term of fewer than 100 days, are praying for the opportunity afforded by that state which gives its Negro children an average of 175 school days. And that teacher who faces daily her average of 72 pupils in one state would like to exchange places with that teacher who finds herself in the presence of an average of only 33 pupils in another state.

Conscientious teachers want their pupils to come to school regularly and punctually. They are disturbed about the retarded pupils and those they can't promote. They are troubled over the fact that one-third of all the colored pupils in separate schools are in the first grade, and that more than three-fourths of them are in the first four grades. Public school teachers, as well as deans and college presidents, are vitally interested in the proper preparation of primary teachers, intermediate teachers, high school teachers, and rural teachers. The teachers are looking to the colleges to open to them opportunities to improve their scholarship and professional qualifications during the summer term and the regular term. If they are rural teachers, it is a matter of no little moment to them to know that the county in which they are at work is one of the 300 counties in the

South in which a Jeanes agent is employed to promote the welfare of Negro education, and bring about a unity of effort among the schools, and not one of the 400 counties in which the situation is less hopeful. They want to know what chance there is for their pupils in the higher elementary grades to enter a high school and a college in order to hold out to these pupils inducements to persevere in school and make a good record. These things and many others relate themselves directly to the work of the teacher, and this organization has, as one of its major objectives, the improvement of school facilities, instruction and attendance, and raising the standards of the qualifications of teachers.

But the improvement of those phases of education that touch the lives of our teachers in a personal way do not constitute the sole objective of this organization. Another objective is concerned with the promotion of the cause itself. This organization wishes to awaken a larger general interest in Negro education and the needs of colored schools. School directors, administrators and leaders of thought must be kept informed about the Negro educational situation in this country. If it is emulating to these to learn of the good things being done, it should be enlightening and interest-stimulating for them to see the darker side of the picture.

It is a matter of significance and cause for serious concern that more than seven hundred thousand Negro children in seventeen states between the ages of six and eighteen, 25 out of every 100, are not even enrolled in any school, and nearly one-half of these children are found in three states of the far South. It is of public significance and interest that fewer than 40 out of every thousand colored children enrolled in school are enrolled in any high school, public or private, while in the white schools of the South, 120 out of every thousand, and in the United States 140 out of every thousand enrolled, are high school pupils. Of similar significance is the information that fewer than 14,000 colored students, one for every 729 colored persons in the South, are enrolled in college. Facts such as these which direct our attention to the relative scarcity of Negroes in training for positions of leadership, or even for occupations requiring a higher degree of skill than that of the common laborer, are facts that our governing authorities and thoughtful people ought to know.

We are in need of exact information about Negro schools of the South. To obtain such information is not always easy. State departments of education, however, are improving their method of gathering statistics and insisting more and more upon being supplied statistics for all schools, white and colored. There is an increasing number of well trained colored men and women in educational work who are capable of gathering exact information about the Negro schools. Many of these are in teacher training institutions. They should use their classes in teacher training to assist them in gathering and compiling such information. The Association can

play its part by receiving and becoming the custodian of information of this type. Compilations of worthy facts should be printed or mimeographed, kept on file, and furnished to those needing them at the cost of printing or mimeographing. In the office of the Executive Secretary there should be gathered by degrees a mass of material furnishing accurate information about Negro education. Comparative studies designed to throw light upon the best plan of procedure in teaching or in school administration should likewise be made available. Scientific and psychological studies of Negro pupils would be of service to principals and college presidents. In the course of time, there should be accumulated a vast amount of reliable information and discussion on Negro education in America. Thus this objective of the second type would include the gathering of enlightening information about school conditions in different sections of the country and the filing away of such information; the fostering of worthwhile studies and written discussions of Negro school problems; keeping before school officials and the public the best that is being done in the field of Negro education as well as the needs; and joining hands with all associations and agencies seeking to unify the efforts to make good schools in order to produce good and useful citizens.

The two objectives of this association just discussed deal largely with the material side of the educational program. Striving toward a better trained teaching corps and better teaching conditions, and improving public sentiment for Negro education are worthy purposes of such a body as this. May I now discuss another objective of a somewhat different nature? It is not to be denied that American education has made tremendous gains in recent years. Education has become big business in America, and has adopted the slogans of big business,—mass production, organization, system, speed and “pep”, standardization, efficiency, conservation, and what not. Each of these slogans as they apply to our schools may be easily defended and each has an element of soundness and of usefulness in its application to the work in which we are engaged. Many of our most thoughtful fellow-Americans are wondering, however, whether some of these gains have not been offset by losses of equal or greater value. “What is the matter with our schools?” has become an oft-repeated question. Why are not the boys and girls better informed on some of the simplest facts of American history and geography? asks one group. How is it possible for pupils who have been exposed to Latin for three or four years to know so little about it? asks another. Are the schools not to blame for the loss of interest in religion? asks the church. Are the schools not responsible for the army of youthful criminals? ask the courts and social workers. Some of our staunch friends are becoming skeptical about us, and we can’t afford curtly to brush aside their questions and treat them as of no consequence.

The question raised is one on which volumes might be written. It seems therefore almost futile to introduce it here. School men may advance convincing arguments to prove that other factors in our civilization, and not the schools, are to be held accountable for the shortcomings imputed to the schools. Despite such arguments, however, I wonder whether we may not find some tendencies in our schools to serve as a basis for the charges made by our critics. I want to speak of one such tendency.

We hear a good deal today about the four-square education,—the all-round development of our boys and girls. We are organizing our schools to care for the intellectual, physical, moral and spiritual welfare of our boys and girls. With the development of this idea, our faculties have rapidly become groups of specialists, all pretending to believe in this all-round development, but each believing in his heart too frequently in the pre-eminence of his own specialty. Our curriculum is congested, yet the extra-curricular activities in all our schools are numerous and varied. Our colleges and even our high schools are adding new departments and new courses in the face of their admission that they are unable to maintain properly those they have already. In their variety of interests, our pupils rush from one thing to another. There is little time for thought or study, none at all for quiet reflection. Our schools are attempting to do everything; they are charged with accomplishing little or nothing. Is there a possible cause and effect relationship here? Are we so dissipating our energies that most of them go to waste?

This Association should have as one of its major objectives to combat the tendency in our schools to undertake to do more than they can do well. The most effective institutions of learning are those that set for themselves a limited task and do it thoroughly. The ambition of many schools and colleges to offer everything that other schools and colleges are offering, and to organize every activity that others are organizing, should give place to the higher aspiration of doing better the things they have already undertaken to do. Sham and pretense in many fields of effort must give place to genuineness in a few fields. Even gauged by the standards of modern educational technicians, by the application of modern tests and measurements, we are having revealed to us some of our shortcomings. May not the remedy lie in part, at least, in limiting our spheres of activity and centering interest and effort upon a few things? We talk concentration, but too often, I fear, we practice dissipation of effort. Yet we know full well that it is only through concentration upon one object that success is achieved. Real scholarship should characterize our efforts in elementary school, high school and college. In his searching but sympathetic analysis of the American people, in "America Comes of Age", Andre Siegfried says, in comparing our citizenship with that of Europe, that we are "laboring under such serious handicaps as an excessively high standard of living and a lower

level of individual culture". My plea is that we turn away from emphasizing the material benefits of an education that has been called a bread-and-butter education, and lay greater stress upon scholarship, culture and spiritual values.

The Bulletin of the N. A. T. C. S. should become an organ of increasing importance in the advancement of Negro education. Its primary function should be to supply the public with worthwhile and interesting information about Negro education. School officials should learn through its columns of the best type of work carried on in Negro institutions in any state. Teachers should have presented to them the best and highest professional standards and ideals. With respect to the quality of the paper, the mechanical work, and care in proof-reading, The Bulletin should rank with the best journals in the country. As the representative of this organization, The Bulletin through its editorial policy and through the quality of material presented should center its efforts on creating the best possible impression of the service the organization renders.

Whence Comes the Challenge?

Today, fellow teachers, there comes to the leaders that attend the meetings of this organization, a challenge to band together in the interest of a larger, fuller and better program of Negro education. Already do we find signs of vigorous response to the challenge from many of you. For the past few years, you have sought to advance the causes of school attendance, the training of teachers, teacher tenure, the accrediting of Negro high schools, affiliation with the N. E. A., the publication of an increasingly valuable and worthwhile organ, and a larger membership representing all types of Negro schools and Negro educators. Whence comes this challenge to you today?

It comes from the 700,000 boys and girls of the Negro race out of school who are calling from the plantations of Georgia, Alabama and Louisiana, and to a lesser extent from similar sections of many other states, and from some of the towns and cities, to help them to get the educational opportunities which they are denied, and on which rests this country's hope for the future.

It comes from three-quarters of a million more boys and girls who still lack the decent schoolhouses and equipment, the long term, and the right kind of teacher, and who want to know why they are thus discriminated against.

It comes from at least 30,000 teachers who are woefully underpaid and who are denied their rightful opportunity because of the conditions under which they work. Hundreds of these teachers have joined this organization in the faith that somehow its leaders will devise means of helping to make known their plight and bettering their condition.

It comes also from the better circumstanced pupils and teachers everywhere, who are watching and waiting for the call to more forward to a larger and fuller educational opportunity.

(Turn to page 18)

Report of the Committee on Resolutions and Findings

We, your Committee on Resolutions and Findings, beg leave to make the following report:

I. We commend most highly the work of the officers of this Association for the past year; the work of the President and his Staff, for putting the Association in the more vital way before the public and for linking up the Association with the National Education Association; we commend the trustees and the Secretary also for the increased circulation of The Bulletin and for setting on foot a movement to reach a larger number of teachers and friends throughout the country.

II. We are highly appreciative of the deep interest and courtesy shown us by Governor William Gore, Superintendent George M. Ford and Mayor W. W. Wertz. These officials have by their attendance in our meetings and their expressions greatly encouraged our Association in the advancement of Negro education and in a finer feeling between the races.

We extend our hearty appreciation also to President John W. Davis and his Staff for their hospitality and many courtesies during our stay.

We thank also the Board of Education and the citizens of Charleston for the co-operation, for the use of the public schools, for the services of teachers and pupils, in giving us advanced ideas and improved methods of education. To the press of the city of Charleston for the very generous way in which they have published accounts of our proceedings, we extend our hearty thanks.

Finally we thank most heartily, Assistant School Inspector W. W. Sanders, Mr. Boyd and all of those who worked with them for their prompt attention to all our needs, transportations and comforts we have enjoyed during our stay in their city.

III. We hereby express our keen appreciation of the interest and activity of Miss Mary McSkimmon of Boston, Mass., and Miss Cornelia S. Adair of Richmond, Virginia, recent presidents of the National Education Association, in effecting suggestive co-operation between the National Education Association and the N. A. T. C. S.

IV. Reviewing the history of Negro Education in America and in particular the history of this Association for the last twenty-five years, we look with intense gratitude and pride upon the progress made in the number of our college graduates, in the advanced standing made by our colleges, in the increased attendance of our children in both public and private institutions, in the improvement in the quality of our teachers, in the size and appointments of our school buildings and in the multiplication and diversity of equipment of all our educational processes, and for these benefits we pause to express our thanks and to pay tribute to the early pioneer school teacher, who at great sacrifices came to the Southland, to the benefactors who shared their meagre incomes with us; to such agencies as the

"Phelps-Stokes Fund", the Jeanes and Slater Funds, the "Rockefeller Fund", the Carnegie Fund, the Julius Rosenwald Fund, for the building of Negro rural schools.

V. We feel more and more as the years go on the need of the presence, touch and interest of the classroom teacher. We want to know more about his problems, his successes, his discouragements. Above all we want to have his view-point. To that end we urge principals, presidents and supervisors to see to it that more classroom teachers attend our national gatherings. We feel that if we could have at least one from each county and city we would greatly enrich our services to the Association.

VI. We view with alarm the difficulties, which the Negro faces in practically all vocational occupations; we are convinced that these difficulties are on the increase. We therefore urge the leaders of industry to co-operate with the leaders to the end of affording an increase in the opportunities of a growing people; and we further urge our teachers and leaders to instruct our youth and our people to improve in efficiency in whatever post they find themselves and to create wherever and whenever possible new fields of employment for members of our race.

VII. It is the sense of this body that it is necessary for the present, at least to make retrenchment in our annual expenditures and to make vigorous efforts to increase the numbers of paid up membership. In order that we may bring our expenditures within our increase we recommend that our objective for the next year shall be six thousand members at a total of nine (\$9,000) thousand dollars in fees;

That the budget shall not exceed seven thousand five hundred dollars, of which a maximum of four thousand dollars shall be spent for salaries and wages and a minimum of two thousand (\$2,000.00) dollars for the Bulletin—(Traveling expenses).

VIII. Resolved that the incoming president of the N. A. T. C. S. be empowered to appoint a special committee of three to make a list of individuals who will be one of two hundred to give annually twenty-five (\$25.00) dollars for five years or more toward research and endowment.

IX. Resolution: Offered by John C. Wright, Chairman Section in College Education and Member of Executive Committee from Alabama.

In order to facilitate the important work of spreading information concerning the N. A. T. C. S. and its program among the rank and file of teachers in Negro schools:

Be it resolved by the executive committee of this organization in annual session assembled that a clause be added to the section of the by-laws relat-

(Turn to page 19)

Sketch Tooth Talk

Madaline L. Tillman, National Dairy Council

I am going to talk to you about something that you all have and that you will want to cherish, especially as the years roll along. Think of a five letter word beginning with "Y" (answer Youth). (Print word on the board).

Youth

You don't want to remain child-like all your life, I don't mean that. But you will always want to have new ideas and have the pep and vitality that are ever present in youth.

Did you know that 80% of the disease in the world is traced directly to one part of the body? It is traced to (draw line on the Y turning it into an M making the word mouth).

Mouth

What have we in our mouths that are so important to our health and looks? Ans. Teeth.

Sketch Tooth Talk

We have teeth for three different purposes. Can you give me one use we have of our teeth? Yes, with which to chew. We would have a pretty hard time eating if it were not for our teeth. Can you imagine living on liquid foods all the time? What else do our teeth do for us? Perhaps you have heard someone say something like this "Sister Susie had soup for supper" (Lisp) Yes, to help us speak distinctly. Do you remember when you were about so high, just starting into school when you had a tooth out up here, another one here, another one out down here and you didn't like to open your mouth very far to smile for fear someone would look at you and make fun of you. Perhaps you can tell me another reason why we have our teeth. Yes, we have our teeth to give us a better appearance, so you see it is very important to have our teeth.

Who can tell me what an Immigration Officer is? He is the man who inspects people coming in from other countries into this country at some seaport such as New York City. They also have them in some other countries and if you went to Europe you would have to be inspected by the Immigration Officer there. There is an Immigration Officer in New York at Ellis Island who has been inspecting people for years and has made a big discovery. He finds that the Italian and Portuguese people have the best teeth of any of the people coming into this country. He wondered why this was true, so he began to study the habits and customs of these people. Let us take a trip through Italy to see if we cannot discover what he learned or knew.

First of all, where is Italy? In the southern part of Europe. What is it in the shape of? A boot. What kind of a climate does Italy have? A warm, tropical one.

What kind of a country is Italy, mountainous or level? Yes, it is mountainous. You probably have

heard that Rome is built on seven hills. If Italy is in a warm climate and they have both hills and valleys what would you expect them to grow there? (Ans. Fruits and Vegetables.) What would you expect them to raise on the mountainside? (Ans. goats and some cattle.) Then naturally you would expect these people to be eating fruits such as (show tray of fruit) these and vegetables such as (show vegetables) these; and drinking milk (show milk). Now let us go to some little Italian village, and visit an Italian mother. She seems to be quite busy but she talks to us while she works. She is mixing something in a bowl. We ask her what it is and she tells us she is making bread. Soon she asks us if we would like to go with her down the street. To our surprise she picks up the bowl of dough and takes it with her. We then come to a little building where she hands over her dough to a baker. She explains to us that he is the baker for the town and we are surprised to learn that they bake the bread for six or seven hours instead of two or three hours like we do here in America. When they take the bread out it is a huge round loaf with a crust of about six inches in thickness.

If these people eat these fruits—vegetables—hard bread and drink milk every day, what do you think it would do for their teeth? Yes, the fruits, vegetables and milk supply the lime and the necessary building material for the teeth. Chewing the hard bread, along with the fruits and vegetables gives the teeth sufficient exercise to keep them in good condition. This is what the Immigration Officer discovered to be the cause of the Italians' good teeth. The Portuguese live on the same types of foods and so have just as good teeth as the Italians.

The Immigration Officer said that when he found an Italian or Portuguese coming into the United States who had poor teeth he always inquired to see if he had been to America before. Invariably he found he had been and had gone back to his native country and was on his way to America again. What is the matter with the American diet that these people naturally having good teeth soon develop poor ones when living on the American diet? There are three things wrong with our American diet and they all begin with S. Too sweet. You are probably thinking of candy. That is not the only cause for our poor teeth, but is a big factor. I don't want to say never eat any candy, but there is a proper time to eat candy and that is right after meals. Not only do we get sugar in candy, but in pastry, cakes and pies and sweet sauces which tend to make our teeth soft and easily decay. What is another cause for our poor teeth? Too soft foods. We need to eat the hard whole wheat bread, the skins of our baked potatoes, and skins of apples, not only fresh ones,

(Turn to page 15)

Report of the N. E. A. Committee to Cooperate with the National Association of Teachers in Colored Schools

On a basis of averages, every tenth child born in the United States belongs to the Negro race. He is just as human, just as anxious to enjoy the privileges of life, liberty, and the pursuit of happiness as are the other nine. He is a potential citizen. He appeals to America for a chance to develop all the God-given powers with which his Creator has endowed him.

Representing this tenth child and his twelve million kindred in America, your Committee wishes to express appreciation for interest and co-operation already manifested in the National Association of Teachers in Colored Schools and to recommend to your earnest consideration, and, we hope, your adoption at this meeting, the following plan for further co-operation.

1. Studies or surveys or investigations by this Committee or other persons under its direction.

(a). Collecting data on the status of Negro education in this country—elementary schools, high schools and colleges, teacher training, school attendance and the like.

This would be done mainly by bringing together the facts from reports already published by the States and by the United States Bureau of Education. This summary of the present status of Negro education would be of real value to educational officials and to students of this subject throughout the country.

(b). That a basic study be made, if possible, of the conditions affecting the health of the Negro school child as they exist at the present time. To aid, in some measure, in organizing and directing such a study we can, in all probability, secure the co-operation of the American Child Health Association.

2. That in at least one program of the General Sessions there be included an address by some leader in Negro education who has a wide reputation for service in this field.

The obvious purpose of such an address would be to remind us of existing conditions in Negro education, and, if possible, furnish a basis for helpful co-operation.

3. That a Negro musical organization be invited to furnish the music for at least one program of the General Sessions. Such organizations as the Hampton, Tuskegee, Atlanta University, and other college quartettes, and the Fisk University Jubilee Singers would charm and delight the thousands who attend the N. E. A. meeting.

4. That the N. E. A. give its sympathetic interest and encouragement to the preparation of a motion picture which will describe on a factual basis the "History of Negroes in America", their struggles, their accomplishments in education, literature, art, music, and in the accumulation of wealth, their contributions to America in industry, agriculture, and in the arts and sciences, and in peace and war.

The purpose of such a serious effort to describe the Negroes' part in our history is self-evident, viz.:—to inform the mass of our American people that Negroes form a component part of our population, that they desire to share in the privileges of our great government not only, but that they are eager to bear their full part of the responsibilities of other American citizens.

5. That the Committee to co-operate with the National Association of Teachers in Colored Schools be included in the list of permanent committees of the N. E. A., and that an adequate appropriation be made for its activities in the current year.

Respectfully submitted,

N. C. NEWBOLD, Chairman Committee.

R. S. GROSSLEY, Sec. Pro Tem.

Approved by

Board of Directors, N. E. A.,

July 4, 1928.

Approved by the Delegate Representative Assembly July 5, 1928, Minneapolis, Minnesota.

(Continued from page 14)

but baked ones. Too many starchy foods will also cause your teeth to decay, so the third fault of the American diet is too much starch. Do you all know what crossword puzzles are? Well, I am thinking of a four letter word which stands for good teeth. Who can tell me what it is? Yes, food. Anyone who has eyes to see, and ears to hear, and any brain at all knows that good food makes good teeth.

Print word, FOOD.

Anyone with eyes to see (Draw eyes).

And ears to hear (Draw ears)

And any brains at all (Draw face)

Knows (Draw nose)

That food builds strong teeth (Draw mouth and teeth).

(Continued from page 7)

"School Attendance," by a Convention Committee headed by Mr. R. A. Grossley, President of the Delaware State College.

"A Study of Elementary Schools," by Miss F. C. Williams.

Many figures were presented but the facts are summed up very briefly in the words of the Chairman of the Committee, Mr. Leo M. Favrot, Field Agent, General Education Board: "With practically half the Negro children of the South out of school all the time, this National Association of Teachers and the State Association of the states most affected are confronted with a problem of the first magnitude and of the utmost importance."

(To be continued.)

Unequal Chance—Suggested Remedy

S. H. Lee

At the urgent request of several persons, I have for the last two months given considerable study to the latest annual report of the State Superintendent of Education for the two years, 1925-1926, the latest available report. His report is a compilation of facts and figures sent to the State Department by the various county and city superintendents from all over the state.

There are 161 counties alone. I have therefore selected at random 14 counties and one city. Twelve of these counties are average in many respects. The other two, Chatham and Fulton, represent the longest school terms, the best paid teachers (except Atlanta), and teachers holding the highest grade certificates. Figures relating only to women's salaries, both white and colored, are used, as but few men teach in the rural schools.

These figures mean that of the colored children enrolled 31 out of every 100 were out of school every day, whereas only 14 whites were out every day. These figures mean that of the children found in the state for the school census of 1923, 56 colored children were out of school every day, and only 35 whites were out every day. In other words it is a terrible indictment on the Negro leadership of the state (and to my mind this includes every teacher and parent and preacher in the state), that any way you look at it, over half the Negro children are out of **School Every Day**. What are You going to do about it? (I.) I would suggest an active P. T. A. in every school. (II.) That each teacher go out into every nook and corner and persuade the parents to send their children to school.

TABLE I

COLORED TEACHERS						WHITE TEACHERS					
COUNTY	No. School Days	No. of Teachers	Av. Annual Salary	Total Enrollment	Av. Daily Attendance	1923 Census	No. School Days	No. of Teachers	Av. Annual Salary	Av. Daily Attendance	1923 Census
Baldwin	125	39	\$ 166.54	1,792	1,246	3,264	165	40	\$ 816.99	1,424	1,732
Brooks	80	48	147.91	1,794	1,473	4,360	150	44	338.00	1,779	3,129
Burke	120	113	166.43	6,030	3,530	7,230	180	43	795.00	1,256	1,718
Campbell	140	17	109.33	420	319	1,342	140	39	835.68	1,188	2,131
Coweta	140	44	135.92	2,480	1,340	3,676	170	42	729.08	1,780	2,925
Crisp	120	22	86.68	953	620	1,993	150	45	524.43	1,073	2,016
Early	110	40	114.44	1,761	1,379	3,791	160	43	583.51	1,462	2,491
Hancock	100	45	91.91	2,640	2,100	4,024	160	28	546.59	740	1,429
Jenkins	120	27	92.56	1,542	1,086	2,585	160	24	644.91	976	1,662
Johnson	140	21	78.34	1,254	507	1,766	140	52	481.40	1,535	2,659
Macon	120	37	79.48	2,556	1,674	3,723	180	27	1,288.00	1,186	1,566
Laurens	120	69	115.71	3,159	2,166	4,159	120	90	403.69	3,902	5,338
Chatham	180	90	776.23	6,557	4,972	11,100	180	146	1,158.19	7,684	12,096
Fulton	176	39	604.77	1,725	1,330	2,367	176	176	1,131.98	6,507	7,822
Atlanta	177	183	1,279.33	19,956	15,322	17,819	177	719	1,302.02	28,642	34,250

Please note this: Of the 241,093 colored children enrolled, only 167,497, or 69% were in average daily attendance. Of the 376,217 reported in the 1923 census only 44% were in average daily attendance.

Average daily attendance for whites 345,520, or 76% of their total enrollment (not shown here and 65% of the 1923 census of 524,075 reported).

Table II shows the various types of certificates held by both white and colored teachers. You will note that there are two forms, the Old and the New. By the New Form is meant one of the seven types now issued by the State Department of Education, not one of which can be secured without having done some High School, Normal School, College, or Summer School Work.

A mere glance at this table will show that the great majority of the white teachers in the counties listed, hold the New Form certificates, while by far the greater portion of the colored teachers, outside of Chatham, Fulton and Atlanta, hold not only Old Form certificates, but only the lowest grade of the Old Form.

This table has been used to show that with a low grade certificate goes a low salary.

TABLE II

Grade of Certificates Held by Colored Teachers

COUNTY	NEW FORM						OLD FORM						Total
	Prof. Coll.	Prof. Norm.	Prof. Elem.	Prof. Coll.	Prev. Norm.	Prov. H. S.	Prov. Elem.	Coll. Prof.	Norm. Prof.	H. S. Lic.	Elem. Lic.	Prim. Lic.	
Baldwin		2			3		3				33		41
Brooks							12				41		53
Burke									4		3	125	132
Campbell										14	18		32
Coweta		4	4				8				30		46
Crisp										6	22		22
Early										2	7	34	43
Hancock							4						4
Jenkins											26		26
Johnson							3				46		51
Macon										3	43		46
Laurence						1	6				66		73
Chatham	3	26	31	1	3	5	48						117
Fulton		14	14				10			1			39
Atlanta	5	96	33	9	77	6	11						237

Grade of Certificate Held by White Teachers

NEW FORM								OLD FORM					
COUNTY	Prof. Coll.	Prof. Norm.	Prof. Elem.	Prof. Coll.	Prov. Norm.	Prov. H. S.	Prov. Elem.	Coll. Prof.	Norm. Prof.	H. S. Lic.	Elem. Lic.	Prim. Lic.	Total
Baldwin	1	14		1	30		15				1		62
Brooks	3	4	11		3		33			3	6	1	64
Burke	5	3	2	12	14	13	12					3	64
Campbell	11	7	3							6	11	5	43
Coweta	2	5	4	4	10	6	22				8		61
Crisp	8	18	2	2									30
Early	5	4	3	1	8	12	18				6		57
Hancock		4			22		12						38
Jenkins	3	1	10	4	10	7	5			1	8	1	45
Johnson	1	2	1	2	6	6	7				28		83
Macon	8	16	2		3	2	4			3	2		45
Laurens	2	1	2	3	7	3	86		1		20		125
Chatham	24	57	77	26	47	9	23						263
Fulton	24	23	33	9	39	12	65			3			208
Atlanta	207	388	133	28	153	37	75						1074

Recommendations

I. The organization of a live Teachers' Association in every city and county in the state.

II. That an Educational Committee be formed in every city and county to create sentiment for better pay for colored teachers.

III. That a Parent-Teacher Association be organized in every school to raise funds for better equipment. At St. Mary's in Camden County, and at Monticello in Jasper County from \$500 to \$700 has been raised through this medium alone.

IV. That all our teachers include in his or her program at least one summer school session every two years.



MR. N. C. NEWBOLD

Director Division Negro Education, Chairman N. A. T. C. S.
Promotion Committee N. C.

DIVISION OF NEGRO EDUCATION

North Carolina Department of Public Instruction
(Conference of Department with German Educators—Led by Dr. Thos. Alexander, of Columbia University—Hall of House of Representatives, Raleigh, N. C.—May 26, 1928)

Almost exactly fifteen years ago the North Carolina Department of Public Instruction began to emphasize its services in behalf of public education for Negroes. Thirteen years prior to that time (1900) a progressive Governor (Aycock) and a far-visioned State Superintendent of Public Instruction (Joyner) were declaring that the obligation of the State for the education of the child was the same whether the "child is wrapped in a white skin or a black one". Twenty-five years earlier still another righteous-minded Governor and State Superintendent of Public Instruction established the first State Normal School for Negroes in 1877. This was probably the first normal school for either race in the Southern states, certainly the first for Negroes.

If time permitted it would be possible to go even further back in our state's history—to times before the Civil War—and find educators, statesmen, and other citizens who believed in fairness and humane treatment of the Negroes even under the institution of slavery.

Briefly stated, this is to say there is a sort of tradition in North Carolina, reaching back twenty-five years, fifty years, a hundred years, which insists that the Negroes form a component part of the states population, and as such must be given a square deal in education and in the other rights and privileges of citizens of a great Christian commonwealth. Courageous white leaders in government, education, religion, and industry have, for five decades at least, insisted that the Negro people of the state shall have a fair chance in education, not alone because it is a right due them, but because in granting that opportunity, that right, the great white race of the state will be performing its sacred duty and thereby save its own soul.

It will be observed, therefore, that any recent development in Negro education in this state is not of mushroom growth, but rather is the logical result of the courageous efforts of leaders of public opinion for many years past.

Fifteen years ago, even ten years ago, the value of public school property for Negroes was less than one million dollars. There were no first-class elementary public schools, no standard high schools, no standard normal colleges or colleges either public or private, and fewer than one thousand teachers who could pass a standard high school examination. Most of the teachers then in the service had been trained in private or church schools. There were no modern public school buildings,—even in the towns and cities there were very few, if any, brick school buildings.

Under such conditions which had obtained for several years there was general discouragement and depression among the Negro people. There seemed to be no hope.

However, it will not be fair to leave the impression here that the Negro schools only were in a deplorable state at that time. For most of the white schools, too, were in rather poor condition. The economic status of the state was such that all progress was slow.

Here let me make an abrupt change and direct your attention to the other side of our North Carolina picture,—for there is another side.

About the period last referred to—ten or fifteen years ago—we began to have visions and to dream dreams,—dreams of growth and development, progress in everything that makes life fuller and richer and happier,—for all our people. Since then the old state has almost literally “blossomed as a rose”.

When people are poor and hard-pressed they do not have much to divide, and not even much of a disposition to divide. When better circumstances come then more generous impulses make us willing to divide. This has been true in North Carolina. White people are willing to divide with and help black people.

Since 1921 progress in Negro education has been truly remarkable. Today, public school property for Negroes in the state, including five state-owned higher institutions, exceeds ten million dollars in

value. Rosenwald schools alone have been built to accommodate comfortably one-third of the school enrollment,—86,895 children. These schools cost \$3,662,111, of which amount the Negroes themselves have contributed nearly \$600,000, and Mr. Rosenwald almost as much. Almost another third of the enrollment is provided for in good city schools. Fifty-six standard high schools have been developed, and seventy-five others are progressing toward standardization; ten standard higher institutions have been developed—five of them standard four-year colleges, and five standard two-year normal schools or junior colleges; two other four-year colleges will probably become standard in 1929.

High school enrollment is around nineteen thousand, with **two thousand** now in senior or graduating classes. College enrollment five years ago was 484. It is now 1,791. Last year 664 high school graduates enrolled in college freshman classes in North Carolina, and 163 in colleges outside the state, making a total of 827. Next fall, if the same percentages hold, over 1,000 of the 2,000 seniors now in high school will enter college.

The State owns and operates two standard normal schools, and one four-year standard teachers' college, designed especially for the training of teachers for the elementary schools; one college for training high school teachers, and one for vocational teachers. Besides training teachers in its own higher institutions, the State co-operates with seven private colleges and five private high schools by paying salaries of directors of teacher-training, and by outlining and supervising the courses of study offered.

Summer schools conducted by the State provide opportunity for additional training for about 80 per cent of the teachers next year, and more than two thousand take extension courses during the winter school terms.

For the past two years a few more than 700 teachers have been certified each year on State standards ranging from standard high school graduation with special professional training in summer school, to full college graduation. We need annually between 500 and 700 beginning teachers. Nearly seventy-five per cent of the State's Negro teachers now hold standard certificates,—a little more than 4,000 as compared with fewer than 1,000 ten years ago.

(Continued from page 12)

It comes from the members of the Negro group in this country who are watching this Association to learn whether it has a distinct and a serious purpose in view and whether it is really justifying its existence as an organization.

It comes from a host of friends everywhere, friends of the Negro race who believe in its capacity and are interested in its progress. Many of these have invested time, thought and money in Negro education, and they are praying to see their faith justified.

(Turn to page 19)

(Continued from page 13)

ing to officers and their duties, providing for the election of vice-presidents by regions; that it shall be the duty of these regional vice-presidents to seek opportunities to represent the National Association at local, county and state educational gatherings within their regions, to sell its program, increase its membership and push the sale of The Bulletin.

In my opinion such a division of the territory included within the Association's program would decrease the expense to local educational units of the service of National Officers; would give the organization the benefit of the service of five or six strong people who at the present time bear the absolutely empty honor which accompanies the office of vice-president.

X. To stimulate greater activity and interest on the part of the various states in increasing their representation in the membership of the National Association of Teachers in Colored Schools, I should like to suggest that a suitable trophy might be offered each year to the state making the best report and showing at the annual meeting. This trophy should be of such intrinsic worth as to make possible a keen contest for its possession. If twenty or thirty members and well wishers of the Association would donate five dollars each, an imposing trophy in the form of a cup could be secured. I should be willing to contribute the first five dollars.

I strongly urge that a committee be appointed to consider this suggestion and that if possible announcement of it be made in time to make the idea of service to the Association in its campaign for members during the ensuing year.

(Signed) John C. Wright,

Tuskegee Institute, Ala.

XI. We hold, as a rich heritage a genuine spiritual nature. So pronounced is this nature that it has been regarded as a racial trait. In this material age there is grave danger that our youth may be led away from an appreciation of the spiritual values in education. We would therefore re-affirm our faith in the cultivation in our youth of a reverent attitude toward spiritual things and a high regard for these qualities that give us an appreciation of the finer things in life. We believe that thoroughness and a high standard of quality in school work are essential as a means of developing a true character and the spiritual side of the nature of youth.

(Continued from page 18)

It comes from a host of cultured and scholarly friends who are genuinely concerned lest that type of education we are giving our boys and girls may not lead them into an interest in and a greater appreciation of the best the world offers in music, art, literature, real religion, the art of living, and all the finer things of life.

From many sources comes the challenge to this national association. What have you done for the education of your group? You have been working

(Turn to page 26)

AMONG OUR READERS

Just a bit of congratulation on Mr. Barnwell's interesting health article which I have just finished reading. I feel that this article will serve as a stimulus to higher health ideals for the rural teacher.

Miss Matthews' methods of teaching spelling, in my estimation, are outstanding. They bring to my mind new methods of attack. I have enjoyed them and will endeavor to put them into practice. I hope more of such wholesome and practical articles will appear in The Bulletin more frequently.

G. W. Smith,
Pine Bluff, Ark.

I have read with interest in The Bulletin Mr. W. A. Robinson's report on Four Year State Accredited High Schools for 'Negroes in the South. I believe that progress will continue in the Southern States in regard to the Negro High School.

J. McT. Daniel,
State High School Supervisor,
Columbia, S. C.

It was a pleasure to receive the latest number of The Bulletin, and to read Mr. Robinson's admirably written article. I commend him for the way in which he has stated the case. It shows great breadth of view and at the same time diplomatic skill.

David Eugene Smith,
Columbia University,
New York City.

I have had occasion since my return home to read Mr. Robinson's article on "Four-Year Accredited High Schools for Negroes in the South" in the June-July issue of The Bulletin. I think this article is decidedly the best that he has written. In the manner in which it deals with the several states, it conceals none of the shortcomings of these states and yet its tone is not antagonistic but rather sympathetic with the efforts that are being put forth.

Leo M. Favrot,
General Education Board,
New York City.

Your resume of the National Association of Teachers in Colored Schools at Charleston was one of the best descriptions of a meeting I think I have ever read. Thanks to you and the Tuskegee Messenger.

S. H. Lee,
Georgia.

It was a pleasure to receive a copy of The Bulletin containing Mr. W. A. Robinson's article. It is a very good account and should have a good effect.

Wm. H. Kilpatrick,
Columbia University.

THE EDITOR'S PAGE

The Bulletin

Official Organ of the National Association
of Teachers in Colored Schools.

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For twenty-five years, the National Association of Teachers in Colored Schools has gone into various cities for its annual meetings, and various has been the reception. Each year the delegates return with some particular innovation or courtesy to tell about. However, at no time in the history of our annual meetings were the delegates so graciously and generously welcomed as at Charleston, West Virginia. Comfort for all seemed to have been the plan of the committee. The hostesses were hospitable and eager to accord every reasonable desire that the delegates expressed. The Committee under the guidance of Mr. Boyd in the High School Building was never too busy to answer numerous and sundry questions. No car was ever speeding too fast or too far to carry the delegates a bit faster or farther. Somehow the pleasant "taste" of the Association still lingers although several weeks have passed since the meeting. The National Association of Teachers in Colored Schools is convinced that Charleston really wanted the annual meeting to be held in her city. Many people bent every effort toward making the Association a success—but if the honor of unselfish effort goes to anyone it should be to Mr. W. W. San-

ders, the Supervisor of Negro Schools, who has for a number of years worked hard to assist in whatever program the Association attempts. Each year Mr. Sanders sends in large lists of teachers with their membership fees; he notifies them of the expiration of their membership and urges them to remain in the organization which was planned for them. If a greater effort could be made to enlist the teachers of West Virginia, Mr. Sanders did it this past year. He not only sent in long lists of teachers to be enrolled, he also provided a plan whereby Charleston could materially assist the Association in overpowering that terrible Ghost (debt) that has been haunting her every year and whose clutches threaten to throttle her and choke out the life of the Association. Charleston gave concerts, dramas, and various entertainments to help scare away the Association's ghost. Through these entertainments and registration fees, which were separate from the membership fees, the Association is richer by \$1,400 and is able to lift her head a bit higher. Mr. Sanders is a Trustee, a member of the Executive Committee, a life member, an ex-President, and an active worker who believes in helping to make the program of the Association. May we pause for a moment and take our hats off to W. W. Sanders? Three cheers are meager. Let's grasp his hand and pledge faith in the Association and a willingness to go forward in the work of our state. We don't need to be a trustee, a committeeman, nor an ex-president. We can be a member and work as faithfully and loyally as W. W. Sanders.

Your attention is called elsewhere to the financial status of the states in the National Association of Teachers in Colored Schools. No checks dated after August 1 have been counted. Post dated checks amounting to more than \$480.00 will swell Tennessee's quota for 1927-28. Through the efforts of President Hale, Tennessee's interest has been very keenly aroused, and in the final analysis she will have subscribed much over her allotment.

Post dated checks are augmenting the quotas of Georgia, Florida, Texas, Arkansas, Oklahoma, Kentucky, Maryland, and Virginia. West Virginia has sent in since August first \$1,580.00 in cash, bringing her quota far beyond her assessment. What West Virginia can do all other states can do. The proper kind of leadership will swell the coffers of the National Association of Teachers in Colored Schools. Where are the Chairmen of the Promotion Committees?



JOHN W. DAVIS

It is with a great deal of pride that we present to the members of the National Association of Teachers in Colored Schools and The Bulletin readers our new president, John W. Davis, President of Institute, W. Va. President Davis, a graduate of Morehouse College, is the recipient of the Harmon Award in Education in 1927 (see February Bulletin '28). At no time in the history of the Association have we been more in need of a firm hand and a wise head than now. Our program has grown—it must continue to grow—our office force must be compensated for endless work in season and out, studies need to be made, we just need money to keep on growing and grow we must. Mr. Davis takes the Association at its crisis and undaunted he accepts his burden and starts out to lift it. His first effort was 500 letters of appeal sent out to as many people asking for four new members or a direct contribution of \$6.00 and then a second appeal emphasizing the need of a reply to the first. Letters, daily, have come in from Mr. Davis' appeal. Some saying, "All right, old top, here it is. It is for you I'm giving it." Others, "For an Association that I love so well, I give my six dollars. If the response is not satisfactory, call upon me again." Several times letters of protest have come in, with six dollars enclosed, claiming that out of the large army of teachers in Negro schools, every teacher ought to be so interested that he feels the responsibility in the organization and willingly give the meager sum of \$1.50 to help in its support. And then there should be very little need for a debt to sap the vitals of the Association. That's the ideal way toward which John W. Davis is working. All he asks of each one of the teachers is to

work whole heartedly with him and at the close of this year when he places his mantle on the next president, he can go forward with a constructive program that will meet the needs of every Negro child in the country. We congratulate ourselves for selecting John W. Davis for our president. We congratulate him for being given the leadership of an organization which calls for his best thinking, best business methods, and best disposition to carry it forward.

The National Association through the pages of The Bulletin wishes to especially commend the efforts of Mr. N. C. Newbold, Chairman of the Promotion Committee of North Carolina. Mr. Newbold accepted this chairmanship as a responsibility rather than an honorary position, and worked out a splendid system of registering members for the National Association. Through this system, Mr. Newbold has sent in many new members, renewals of old members, and several life members. Mrs. Agnes Jones and Mr. S. H. Lee of Georgia, and Mr. H. C. Trenholm of Alabama have also done excellent work in their states.

Mr. John P. Burgess, Chairman Promotion Committee of South Carolina, submits to the Executive Board the following plans:

1. (a) To meet the County Teachers Associations through their representatives to foster the work of the State and National Associations.
- (b) To nominate two outstanding teachers in different parts of each of the seven congressional districts to solicit members for the N. A. T. C. S. (These to receive their appointment from National or State organization.)
2. It is thought that the National Association can be of service to teachers by:
 - (a) Giving a column or more in each issue of The Bulletin for outstanding pieces of work in each state.
 - (b) Giving publicity to the Negro press of the personnel and purpose of the Promotion Committee.
 - (c) Selecting some one in each state to collect this data for The Bulletin.

The National Association of Teachers in Colored Schools wishes to congratulate itself and Dr. John Hope, our trustee, on receiving the Doctor of Laws degree while in attendance upon the recent congress of the World Baptist Alliance in Toronto, Canada. McMaster University conferred this degree upon Dr. Hope. Dr. Hope was one of the three from America to speak in response, and one of the two to receive the degree of LL.D.

"If the Bulletin continues with a program like the one just completed by Mr. Robinson on the Four Year State Accredited High Schools for Negroes in the South, I shall be willing to unite myself with the Association. I liked the slogan: 'Needs of the Negro Child,' and let me add—Teacher. We need to find out our needs and air them. We need accredited high schools. We need larger salaries and safer berths in our schools. We need more consecrated teachers. We need so many things that the Association ought to know and make known to the proper authorities who can relieve some of our needs. We need to discuss intelligently the matter of school strikes, social problems arising in the colleges, fraternities, sororities, change of religious opinions—oh, so many needs that a group of teachers can get together and discuss and possibly find a remedy. Can we do it? We need to discuss and educate—if not ridicule—the intolerant and pompous president who can dismiss a teacher because he is a Methodist or a Baptist, or worships no creed. We need to shake a fist first at the president who can so readily let his teacher go into greener pastures because the teacher isn't a sycophant. We need to whip into line the teacher who feels that he is a law unto himself—who knows not the school in its larger sense because he enjoys an M. A. degree, and, therefore, is a law unto himself. Our needs are many. Let's work them out among ourselves without grandiloquence, sycophancy, or malice. Thanks, this is off my chest, now. Consign it to the waste basket but say to Robinson for me that he is what we need. May good fortune continue to blow his way. Am eagerly awaiting his 1928-29 High School Research".

N. E. McDonnell.

The Board of Education of Tulsa, Oklahoma, is naming the new Junior High School for Negro children the George W. Carver School. The Board voted unanimously for this school to be so named. Honorable P. P. Claxton, former Commissioner of Education, is chairman of the Board of Education of Tulsa, Oklahoma.

Education Department, Director's Office,
P. O. Box 53, Accra, Gold Coast, Africa,
September 7, 1928.

The Director of Education would be grateful for particulars of "The Bulletin" published at Tuskegee Institute which he wishes to place in a Teachers' Library.

Time would be saved if the paper might be sent regularly as published. The Director will remit the necessary subscription.

Because of the failure of many of the States to meet their quota, the Association finds itself in debt and having to appeal to members and friends to "throw out the life line" and save it from sinking. There is no more dignified profession than the teaching profession and surely every State feels the need of such an organization. Unless every state in the Association recognizes its quota as an honest obligation that must be met during the year, the Association will not be a "Thing of beauty and a joy forever".

Below is a list of states and **how well** they have met their obligation for the year 1927-28. Note that Florida went \$207.92 over its quota. Florida now is bleeding and torn and heart-sick. She may not be able this year to again rally so vigorously toward the upkeep of the Association. May we not ask every other state to redouble its efforts to care for the loss we sustain because of Florida's disaster? Just an urge and an effort and it's done. Won't you take this as your burden, your duty, and your pride, and in answering your roll call at the next annual meeting say "For Florida and me—We have gone over the top".

Income from States August 1, 1927-August 1, 1928

	Quota	Raised	Under	Over
Alabama	\$ 665.00	\$ 667.50	\$	\$ 2.50
Arkansas	550.00	237.00	313.00	.....
Delaware	60.00	27.00	33.00	.....
Dis. of Colum.	150.00	54.00	96.00	.....
Florida	350.00	557.92	.....	207.92
Georgia	1,000.00	333.00	667.00	.....
Kentucky	315.00	74.00	241.00	.....
Louisiana	570.00	132.00	448.00	.....
Maryland	260.00	44.50	215.00	.....
Mississippi	800.00	192.00	608.00	.....
Missouri	265.00	20.00	243.00	.....
New Jersey	125.00	1.50	123.50	.....
North Carolina	895.00	574.87	320.23	.....
South Carolina	700.00	48.00	652.00	.....
Oklahoma	340.00	269.40	70.60	.....
Pennsylvania	75.00	24.50	40.50	.....
Tennessee	760.00	277.50	483.50	.....
Virginia	775.00	300.40	474.60	.....
West Virginia	250.00	757.00	.....	507.00
Kansas	10.00	16.50	.....	6.50
Texas	860.00	220.50	535.50	.....
Illinois .....	.....	201.50	.....	201.50
Ohio .....	.....	12.00	.....	12.00
Michigan .....	.....	1.50	.....	1.50
New Mexico .....	.....	1.50	.....	1.50
Miscellaneous .....	.....	35.45	.....	35.45
	(\$9,775.00	\$5,081.04	\$5,564.43	\$ 975.87

Note: This does not include time checks not due.

The Negro Child and the Curriculum

Edna M. Colson, Petersburg, Va.

John Dewey says "the fundamental factors in the educative process are an immature, undeveloped being; and certain social aims, meanings, values incarnate in the matured experience of the adult. The educative process is the due interaction of these forces. Such a conception of each in relation to the other as facilitates completest and freest interaction is the essence of educational theory." *In other words, the two things of greatest importance to us as teachers are the child on the one hand, and the curriculum on the other; it is our duty to see that the curriculum acts on the child and the child on the curriculum in such a way as to produce men and women capable of living rich, abundant lives.

Three hundred years ago Comenius, one of the forerunners of modern education,† laid a foundation for the study of the child in his emphasis upon the interests of children, upon the objective method, and upon the gradation of subject matter. Comenius was followed by Rousseau, Rousseau by Pestalozzi, Pestalozzi by Froebel, and Froebel by a host of psychologists who have analyzed and described all the natural tendencies and the varied capacities of children. We realize now the advantages of having children immature and undeveloped.

Comenius outlined a curriculum also. The objectives he set up were three: Knowledge, Virtue and Piety—universal knowledge of God, nature, and art; Virtue, in the form of moral control over one's self; Piety, the direction of one's self to eternal happiness with God. In order to realize these objectives Comenius attempted to organize all human knowledge in encyclopedic form so that there should be nothing that was not seen nor understood. Ideas regarding the aims, purposes, and objectives of education have changed in the three hundred years since Comenius. Educators believe now that they have at last found the scientific method of determining curricula. The greatest contributions to our present knowledge of curriculum construction have been made by Charters, an educator of the middle West, and Bobbitt of the Pacific Coast.

According to Charters‡ the content of the curriculum is determined by the aim of education. The aim of education, in turn, must be stated in terms of ideals and activities—the ideals being the objectives toward which purposeful activities are directed. Believing this to be true, we find ourselves discarding those statements of the aim of education left to us by Comenius, Milton, and Spencer, and turning to such studies as that made by the Committee on the Reorganization of Secondary Education. From that committee we get the seven objectives so familiar to all: health, worthy home membership, mastery of the

fundamental processes, worthy use of leisure time, citizenship, vocational training, and ethical character. Enumeration of the objectives is only part of our task, however. The knowledge, the habits, the attitudes, the appreciations, and the ambitions necessary for a realization of these objectives are so numerous, so varied, and so complex that even experts find it difficult to say which are essential, which most fundamental, which most valuable. We still ask: What knowledge is practical? What habits of thought, feeling, and action are most worth the time assigned to our particular grades? What can first grade children contribute to worthy home life? What are our children's health assets and liabilities? Which health quality will it be the most difficult for them to preserve? What bit of knowledge can we give second graders that will prevent the development of defects common to third graders? What evidences of good citizenships should fourth grade children show? What prejudices have fifth graders that should have been eliminated in grade one? What attitude toward war should sixth graders assume? And so on through the various phases of Junior and Senior High school work. Of course, we have our state courses of study made by experts who know the needs of the children of the State; we even have city courses of study which differentiate further, but these are not enough. Education is too important a process to place in the patent medicine class. Unquestioning acceptance of the course of study by any teacher stamps him at once as a laborer in the field, not as a craftsman.

Bobbitt** is helpful on this point. He says, "the curriculum of the school is to be discovered in the shortcomings of individuals after they have had all that can be given by undirected training, that is, the general experience of community life." Let us take a group of Negro children and look at their environment for a moment. I have selected a group of rural children because rural groups are probably more alike than city groups.

Let us say that we have one hundred children in the group, of ages six to nine. Their parents are nearly all small farmers, whose school advantages ended in the fourth or fifth grade. Their homes provide little or no facilities for play except space. There are hills and trees and running water, there are birds and bees and flowers, but the hills are plowed, the children have been warned not to climb the trees, and there is no one to teach them how to enjoy the stream nor to know the birds, or the bees, or the flowers. Few families live near each other so the children must depend upon the family group for companionship, if the family group is small the number of social contacts is correspondingly inadequate. Many of these children went to work on the farm as

*Dewey, *The Child and the Curriculum*.

†Monroe, *Text book in History of Education*.

‡Charters, *Curriculum Construction*.

**Bobbitts, *The Curriculum*.

soon as they were old enough to "turn potatoes," "pull suckers," or pick cotton. Their homes appear fairly clean but they are crowded, and stuffy with odd bits of furniture. There is little knowledge of hygiene of the sort that regulates eating, sleeping, fresh air, soil pollution, habits of coughing, sneezing and the changing of clothing. The literature of the home consists of the Bible, seed and department store catalogues, cheap farmer's journals, and occasional newspapers. Opportunities for aesthetic development are meagre except that many homes contain either an organ, a piano, or a phonograph. Pictures on the walls are of a crude sort, highly colored, dealing with Biblical characters and events, or the Civil and Spanish American wars. Some homes contain only enlarged photographs. The number of trips to town is increasing now that the automobile is so easily secured, but church going is decreasing. The children are timid and awkward of manner, and they have poor speech habits. The school is within easy reach of half the pupils, it is two to five miles distant from others.

These are the children. What sort of a curriculum do they need? Do the state courses of study provide in sufficient detail or with the proper emphasis for the needs of these children?

We agree at once that these children need the mechanics of oral and silent reading and of rapid legible handwriting. Teachers of this group should realize fully the poverty of the homes in regard to anything that develops reading attitudes. Unusual care should be taken to provide a rich supply of Mother Goose rhymes and jingles, fairy stories, and such classics as make the lives of children a veritable wonderland. Reading habits initiated and thoroughly grounded at this age persist far into the period of adolescence. The best poems of Dunbar, James Weldon Johnson, and other contemporary Negro writers should be taught with those of Stevenson and Riley, while stories of Negro childhood are told with those of Andrew Lang.

Analysis of this group indicates that these children must have a great deal more than reading and writing, however. Much time should be given to the teaching of personal hygiene. The psychological place to begin is with the lunch which must be eaten at school on account of the distance from the homes. The hygienic, social, and aesthetic aspects of eating and drinking should be presented in the simple forms permitted by school conditions, increasing in content through the grades until it is possible to discuss and influence home conditions. The social graces of the meal hour are no more matters of accident for those who possess them than the correct spelling of a word. Our children will never be at ease with knives and forks and spoons, with dainty linens on tables set in the midst of palms and music, and with minds and lips free to converse freely on topics not connected with foods until we change the nature of our homes or begin such activities in the school. The hy-

giene of clothing, bathing, sleeping, the disposal of waste, and other topics needed by these children should be similarly treated, being regarded as activities to be performed by the children not as pages in a book.

Because of the prevalence of grammatical errors, poor enunciation, wrong pronunciation, and slow drawling manner of speech, considerable emphasis should be placed upon speech training. The children of this group have a tendency to repeat questions and to react slowly to directions, to questions, and to any situation demanding clear forceful English.

This slowness of reaction directs attention to two other needs of these children. They do not have a sufficient number or variety of social contacts, neither do they know how to play. The school day should be lengthened to include longer hours of play; a part of this time should be given to free play for there are many things to be learned by the teacher and gained by the children from spontaneous activity no matter how crude. Care should be taken to initiate new games, folk dances, and the like, both for outdoor and indoor recreation. Our boys are lost if they cannot wrestle, the girls are almost as bad. The games chosen should be of two sorts: first, those which stimulate quick precise action of the senses and muscles and second, those which demand group action. Musical instruction should be utilized here with the special purpose of developing poise of body, grace of person, and a sense of rhythm. One critic* of Negro education calls attention to the fact that we pride ourselves on being "natural-born musicians" and yet we have as yet produced only one person who has been accepted by the world as a "finished" singer. If the Negro has natural musical ability is it not logical to think that this fact will have some influence on the curriculum?

The manual arts have received more emphasis in rural Negro schools than any other of the special subjects, in spite of the fact that life on the farm supplies more first hand knowledge of this subject than of any other. Bonser** says the practical arts school activities—clay modeling, weaving, sewing, wood work, design, and the like, are of direct value when they aid us to select and use material supplies economically, healthfully, and in good taste; they are of value when they help us cooperate efficiently as citizens in the promotion and control of production, distribution, and use of supplies, and in securing justice and fairness to producers and consumers; they are of value when they develop permanent interests in the processes and methods of production and usage, for the intellectual satisfaction which they afford. In other words, a proper interaction between the Negro boy and the caning of a chair should result not only in the ability to cane another chair but also in the ability to select and use caned chairs more economically and in better taste; further he should react more intelligently toward the produc-

*Victor Cools, *Educational Review*, September, 1926.

**Bonser, *Elementary School Curriculum*.

tion, distribution, and use of cane and chairs of the particular type on which he has worked.

I venture to make the assertion here that neither the rural nor the city Negro child has had in many places the advantage of such a curriculum. In most cases the curriculum provides for the caning of the chair alone and not for mastery of an accompanying body of knowledge and appreciation. I cannot overemphasize the importance of this part of the curriculum. The same critic of Negro education quoted above says Negro standards of living are low because our wages are low; he says our wages are low because our labor (95% of it) is unskilled. The desire to be a skilled workman is not inborn. Either it is the result of an unusually good environment or it is developed by teachers who consciously plan to give children an idea of what skill involves and who make the development attractive and satisfying. This is really the problem of the high school but the teacher of the lower grades can begin its solution through whatever practical arts activities are included in the curriculum.

Emphasis upon the beautiful should balance any attempt at the scientific in the teaching of nature study. The wonders of nature are all around these children but familiarity has made them commonplace. Wordsworth† expresses the feeling these children should have. You remember he says:

"There was a time when meadow, grove, and stream,
The earth, and every common sight,
To me did seem
Apparelled in celestial light,
The glory and the freshness of a dream."

He goes on with a thought that brings home to us the necessity for making the little child conscious of the beautiful.

"It is not now as it hath been of yore;
Turn wheresoe'er I may,
By night or day
These things which I have seen I now can see no
more.
The Rainbow comes and goes
And lovely is the Rose;
The moon doth with delight
Look round her when the heavens are bare,
Waters on a stormy night
Are beautiful and fair;
The sunshine is a glorious birth
But yet I know, where'er I go,
That there hath past away a glory from the earth."

Unless we open the eyes of the children to these beauties of land and sky and sea they lose much of the joy of living. The recollections of childish happiness, the light shed upon familiar objects by the fancies of the childish mind, and the early affections of this period of life serve as bulwarks in the trying experiences of later life, they

"Uphold us, cherish, and have power to make
Our noisy years seem moments in the being
Of the eternal Silence."

For fear of being thought sentimental, let us turn quickly to another objective that should be set up for this group of children. Many of them will drop out of school before they reach the point where the course of study requires civics; many will leave before they reach the fifth year where we begin formal instruction in history. If something is not done by the school, to build up right attitudes toward the community and toward law, experience will build wrong ones. Laying the foundation for right civic attitudes is probably the most difficult and yet one of the most important objectives of a curriculum planned for Negro children. It is difficult first, because we must teach co-operation and loyalty in a community where the most marked divisions are based on imaginary and artificial reasons (I have reference to segregations and discriminations due to prejudice); and second, because the parents have little or no active interest in civic matters.

It is not that they mean to leave their civic duties undone, they are simply not conscious of them. When they do think of the fact that their votes are not counted, their streets left unpaved and their schools neglected, they accept such conditions as inevitable. Bobbitt says civic responsibility consists in sharing fully in an informed and compelling public opinion; in setting up in public opinion and maintaining the standards of results is to be achieved by each service agency such as the road building or street paving departments of government; in assuming the duty of seeing that each service agency aims at standard results and so on until the individual becomes acquainted with and feels responsibility not only for what goes on in his own political unit but also for what goes on in all parts of the world. Very few of us think of ourselves as citizens of the world; yet the welfare of every one of us depends on the world relationships of our country. Since we are forced together in a distinct racial group there will be group consciousness. In order that it may be wholesome and sane, and in order to stamp out some of what the psychologists are calling the "Inferiority complex" (which is an enemy to originality, to leadership and progress) teachers of the lower grades should select and use materials which will counteract the unfavorable influence of the community life. Provision is made for giving our children fairly clear ideas of the contribution of other racial groups to American civilization but very little attention is given to the contribution our group has made. Much of the material available must be left to the upper grades‡ but children six to nine should learn of the landing of the first slaves about the same time they learn the landing of the Pilgrims; they should get the growth of the slave trade in the story of cotton;

‡Dubois, *The Negro*.
Carter Woodson, *The Negro in Our History*.

†Wordsworth—Ode on Intimations of Immortality.

Crispus Attucks should be presented with Paul Revere, the Emancipation Proclamation with the Declaration of Independence, and Frederick Douglas with Lincoln.

Up to this point I have tried to show that Negro teachers should interpret the course of study in terms of certain specific needs, some of which are peculiar to Negro children. I have indicated activities which should lead to a greater realization of six of the seven objectives. There is one objective yet to be discussed—ethical character. It is my belief that much can be done toward the realization of this objective if the Negro teacher assumes the modern attitude toward the subject matter of the curriculum.

Subject matter today is no longer something in a book; it is more real, more immediate than that, it is what we call "selected experience", it is race experience handed down to us after years and years of the trial and error process. We use a needle for sewing, we make the cloth from cotton, we baste, we stitch, we bake, we brew, because hundreds of women who lived before us found these the best ways-of-acting. The inference, then, is that subject matter is simply a way-of-acting. Studying it from the pages of a book and within the walls of the schoolhouse is a short-cut made to save time and energy; the trouble is we have made the process too formal, too artificial. Teaching consists in placing the child in a situation in which he will want to act or need to act and in guiding him so that he will select the best way of acting. Let us take the handling-of-materials situation for example. The teacher who believes in order establishes a form of routine for this activity and hands it down ready made. Handling of material so far as the student of education and the writer on school management are concerned is subject-matter; from the point of view of teachers-in-service, from the point of view of the teacher of morals and manners, it is a way-of-behaving which the child can easily work out for himself and in the working develop cooperation, regard for the rights of others, initiative, some originality, and perhaps the beginnings of the power of leadership.

At the same time he exhibits to the teacher whatever undesirable tendencies he has towards appropriating more than his share—which tendency is an overdevelopment of the instinct of ownership; bullying—a wrong development of the desire of mastery; of showing-off, the desire for attention, and the like. Morality consists largely in habits of action selected because of consciousness of what is good for the group. It begins as all other good teaching does, with a consideration of the instinctive tendencies functioning at the time, and leads on to an analysis of results. When materials are not properly handled in the classroom, the teacher must lead the child to think, "this way takes too much time," or "this way leaves some girls and boys without material—we must find a better way—the better way means

I must do this or that—all of us must work together in this or that way—when we work together we get through sooner, faster—we are all happier—working together is good". When teachers get children to form the habit of thinking this way the foundation is laid for moral action.

The number of illustrations of what I mean by saying that the curriculum is made of ways of behaving and that it provides moral social development might be multiplied by reference to history, geography, to any of the subjects of the high school but I feel that this is sufficient for the present.

The teaching profession has made unusual progress in the past twenty-five years. The experimental attitude and the ability to measure educational products are destined to make greater improvements. The method of analysis I have described here can be used with any group. At present it is most essential for Negro groups because of our social background, our poor schools, our short terms, our precarious future. Such analysis should be made for every group whether classified by age, mentality, environment, economic status, or what not. The school exists for the purpose of bringing out the best in all who enter its doors; in no other way than by careful diagnosis of needs and capacities can its purpose be accomplished.

I wish to close this discussion as I began it with the quotation from John Dewey.

"The fundamental factors in the educative process are an immature undeveloped being and certain social aims, meanings, values incarnate in the mature experience of the adult. The educative process is the due interaction of these forces."

The Negro child is our immature undeveloped being, ideals of health, ideals of worthy home membership, mastery of the fundamental processes, worthy use of leisure, vocational fitness, citizenship, and ethical character are the values incarnate in the mature experience of adults that we as teachers wish to develop through the subjects we teach. For sixty years we have taught in our schools what others have taught in theirs, the time has come now when we must teach more effectively. We must take up the case of the Negro child and the curriculum.

(Continued from page 19)

for several years in your respective states and at your respective tasks. Many of you have been coming to these meetings fairly regularly. You represent what is being done and it is your business to know what is not being done. The challenge comes to you, not as individuals alone, working in your respective states, but as an organization of South-wide, indeed, of national scope, to give an account of your stewardship. You need a definite program and need to work toward a definite goal. It has been suggested that you set up a special committee on
(Turn to page 27)

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(Continued from page 26)

information and research to direct such studies as your members might undertake and to avoid duplication of effort. Through another special committee you might work out plans of affiliation with state associations and help them to formulate definite programs of a similar kind. Accept the challenge of pupils, teachers, parents, friends, and allied organizations, and, through the services of individual members, of officers, of committees, and through The Bulletin, fellow teachers, let us together sound the call to leadership and service in the advancement of Negro education in America.

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TABLE OF CONTENTS

	Page
Purpose and Program of the National Association of Teachers in Colored Schools, (concluded), W. J. Hale.....	5
The Guidance Program, Hattie V. Feger.....	8
Tom Brown Needs a Guide, John C. Wright.....	12
The Jeanes Teachers in Negro Education, W. T. B. Williams.....	13
Health Education in Elementary Schools, Mrs. Lillian Carmichael Evans.....	15
Editor's Page	17
Characteristic of Greek and Northern Myths Together with Their Use for Children, Helen Adele Whiting	18
Economics and Social Forces that Tend Toward Disorganization of the Country Home, Laura R. Daly.....	24
The Place of the School in a Ten Year Program, John W. Davis.....	26
Among Our Readers.....	27
A Book Review, By R. B. Eleazer.....	28

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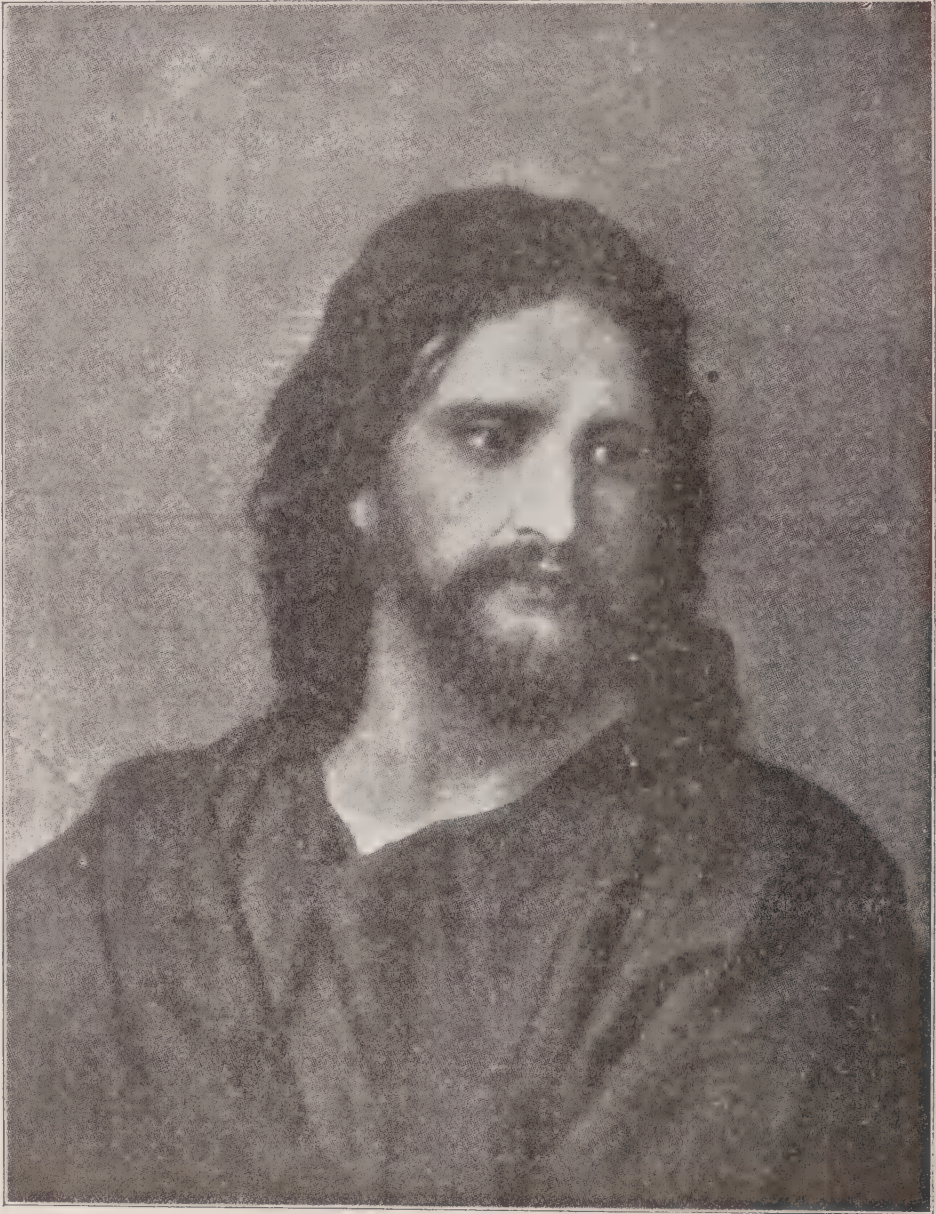
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THE TEACHER OF TEACHERS

THE BULLETIN

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Purpose and Program of the National Association of Teachers in Colored Schools

PRESIDENT'S ANNUAL ADDRESS—(CONCLUDED)

Delivered by President W. J. Hale, Charleston,
W. Va., July 24th, 1928

Just what the N. A. T. C. S. organization has accomplished during the twenty-five years of its existence would be difficult to assert positively. But it has certainly played a part in such educational changes as are reviewed in the following paragraphs.

The Association is affiliated with the National Educational Association, which has a standing committee of Ten on "Problems in Negro Education." This committee is composed of three state superintendents, two women teachers and four Negro educators. The Association is also a member of the World Federation of Educational Associations which met in Toronto last summer.

The Inter-Racial League has been of untold assistance to the organization in its endeavor to educate the entire community concerning the needs of the Negro school. By providing opportunities for wholesome contact and inspection of the work actually being done, the League has paved the way for progress in many heretofore backward communities.

The reports, insignificant though they may appear, are measures of the achievements of the National Association of Teachers in Colored Schools. They show how well we have met, what Professor J. R. E. Lee, first president of the Association says, were the most urgent needs of the Association when it was first organized—namely, the stimulation of a larger interest in the teaching profession; the study of actual conditions of Negro education; the furtherance of cooperative effort in the promotion of Negro education throughout the country; and the interchange of experiences in connection with promotion of education. They are significant when considered in the light of the youth of the people whose cause it seeks to advance; when considered along with the achievements of humanity throughout its long and tortuous years of struggle to adapt to a hostile environment; they are significant in the light of what it has attempted rather than in the light of what it has done.

The New South

The last ten years have seen almost revolutionary changes in the South. Its widely heralded economic

and industrial expansion has been paralleled by a widespread growth of the spirit of tolerance and good feeling. Suspicion and hate have been put aside by all except the most unenlightened. Inter-racial groups meet regularly and seek intelligent and unbiased approaches to the more difficult problems of race relations. Education and health are strongly intrenched articles in the religion of the South of today. Legislatures are appropriating millions of dollars for better buildings and better equipment for schools of both races. The number of teachers, principals, and supervisors of schools has been vastly increased. The terms of the schools are slowly being lengthened.

Free medical service is gradually being introduced. New libraries are being built, and thousands of dollars worth of new books are being placed in their stacks. Gradually the historical disabilities of the Negro—man and child—are being removed. The leadership of the South is earnestly striving to make democracy a reality by training all of its citizens—Negro and White—along the lines of social and civic usefulness. All Men Up And No Men Down, seems to be the Slogan of the New South.

Increasing Appropriations for Negro Schools

Nothing can better reveal the feeling of the South on the question of Negro education than the great increase in annual appropriations for Negro public schools. These expenditures, which were \$13,964,000 in 1918, had increased to \$37,000,000 in 1926. Appropriations for the expansion and upkeep of Land-Grant colleges for Negroes have shown a greater increase than those for the elementary and secondary schools, and have been relatively as large for Negro as white colleges. The Florida A. & M. College at Tallahassee is now in the midst of a building program that calls for the outlay of nearly one-half million dollars. The state of Louisiana has just spent one-half million dollars for its Land-Grant college for Negroes. We are on the last lap of a \$500,000 improvement program at Tennessee A. & I. State College. The state of Arkansas is still receiving bids on a half million dollar college for Negroes to be located at Pine Bluff. The increase

in the budgets of the Land-Grant colleges reflects the interest not only of the South, but of the whole nation, in agricultural and vocational instruction. It is to these schools that the white South looks for teachers who, with professional and technical training, will be able to carry the message of better living and a fuller and more abundant life to the great mass of illiterate Negro farmers.

The General Education Board, the John F. Slater Fund, the Rosenwald Fund, the Jeanes Foundation and the Phelps-Stokes Fund are among the other agencies working for the improvement of the intellectual, economic and social conditions of the Negro of the South, and especially for the advancement of the teacher. Their work is complementary to Mr. Rosenwald's school building activities. They recognize that the supreme need of our time is teachers, and that the remuneration of the teaching profession must not only be sufficient to attract and to hold the best minds of the group but that it must also be sufficient to help the teacher to maintain professional standing in the community. Thus, these agencies, because of their judicious distribution of funds to colleges and universities to enable them to pay competent teachers a living salary, and to aid worthy and aspiring teachers to secure for themselves such training as will assure accuracy and full knowledge of subject matter in their special fields as well as a mastery of the teaching technique, merit, our unstinted praise and furnish the surest guarantee of the ultimate realization of our program.

Within the past ten years the Rosenwald Fund has practically revolutionized rural Negro education. It has centered its attack on the most backward element in the education of Negroes and is steadily pushing it into the foreground. Federal funds have developed and dignified the teaching of home economics, agriculture and vocations. The General Education Board has aided in the development and expansion of Negro colleges and normal schools and has encouraged advanced studies for Negro teachers by means of fellowships and scholarships.

Towering above their fellows like the mountains tower above the surrounding valleys are the late Doctor Wallace Butterick of the General Education Board, Mr. Julius Rosenwald of the Rosenwald Fund, Dr. James H. Dillard of the Jeanes and Slater Funds, and a few others. They are our great benefactors. Like Abraham Lincoln, through the centuries they will live on in the hearts of a grateful people whom they have so nobly served.

The Press

In finding its soul after the catastrophies of the Civil War, the South lost its sense of justice and fair play. In spite of the hysteria and venality of politics and politicians, the press has as a whole stood for sanity and justice.

The Press is the advance guard of the advancing South. As a class the newspaper folk are among the soundest and sanest of our citizenship. The newspapers of the South are preaching fair play for Negroes. Especially noticeable among these papers is the *Chattanooga Times*. For more than a quarter of a century this newspaper, through its editor, Lapsley G. Walker, than whom the Negro has no better friend, has stood out, demanding justice and a square deal.

The white man and the Negro both realize that Uncle Tom has made his contribution and passed on to his rich reward. "Well done, thou good and faithful servant—The Negro knows now that he must rise or fall by the laws of the game as other races have done and that the hour has arrived when he must take his place in thinking, working, serving and making his contribution as a worthy citizen of the world.

Raising of Standards

Negro industrial schools are being transformed from a high school level to a collegiate level; e. g., Tuskegee and Hampton. Negro colleges are becoming more definitely marked as liberal arts colleges or as teacher training colleges. Faculty requirements in these institutions are being raised to the point where leading schools are requiring all department heads to have attained to the academic level indicated by the acquisition of at least the master's degree.

Tremendous changes have taken place in our school system. Far from being purely an academic institution whose function is to serve only children who desire literary training, the school of today has become a social institution whose function is to educate all the children in the manner prescribed by the state. The wayward, the sick, the abnormal must be cared for. The child must be taught to work, to play, to live a healthful and useful life, and to become an efficient social unit so that he may serve his community and his nation. This change of attitude on the part of the nation towards its future citizens makes new demands of the teacher. It brings him in closer contact with the homes of the child and with the community. It gives him a new perspective. It shifts the center of attention from the subject matter to the pupil. It makes the school an institution of all the people all the time. We must make a longer flight. Our take-off must be clean, our goals definite. In other words, we must plan a larger program, omitting no detail that will contribute to Negro education, and thus to the great field of national education and national character. Our efforts must be more perfectly coordinated and harmonized if we are (1) to make the Negro teacher an integral part of the teaching force of the nation; (2) if we are to equip him to meet the challenge modern society makes to the teacher and to the

school; (3) if we are to prepare the Negro child to reach the high level of attainment that will be required of the future citizens of the commonwealth; (4) if we purpose to help every Negro to become a full-fledged participating member of the American body politic.

Negro teachers at all levels are attending colleges and universities during the summer period in order to earn credits and improve their educational efficiency. In short, the Negro teacher is beginning to take his job seriously and to realize that a teacher should be, first of all, a master of what he professes to teach; secondly, that he should have a broad understanding of the functions and purposes of education taken as a whole; thirdly, that he should be really skillful in the practice of some part or phase of the educative process—that part or phase in which he is engaged.

As to the Negro student, he continues to seek more and more knowledge. He attends both the northern universities and colleges and his own institutions in increasing numbers each year. Negro colleges report that in the last five years their enrollment has jumped from 3,000 to 13,000.

The CRISIS educational figures for 1926-27 show 9740 college students in 26 major Negro institutions of higher education.

High School Enrollment

The high school enrollment of Negro students has passed the one hundred thousand mark. A recent study made by Mr. Jackson Davis and Mr. Leo M. Favrot showed 68,000 high school students in 99 institutions offering work of college grade, but adds that the enrollment of high school students in Negro institutions of collegiate grade is on the decline. In this connection it is significant to note that Negro colleges are one by one abolishing their high school departments, Fisk University, at Nashville, being one of the latest to join in the movement. As soon as the field of secondary education is adequately cared for by state, county, and city authorities, Negro colleges in general will be able to relieve themselves of this additional burden. In rural communities the greatest factor in secondary education is the county training school—a consolidated, vocational type high school, usually giving work through all grades of the elementary school. The pooling of the resources of the county into one school greatly increases the opportunity for adequate facilities and efficient direction.

Elementary Education

In elementary education the field is large and the trained workers are yet too few, as is shown by the survey previously quoted. Better working conditions, community cooperation and adequate compensation are crying needs in rural education. Consolidated schools are helping to solve many of these problems.

Aims of the N. A. T. C. S.

The National Association of Teachers in Colored Schools proposes to present facts and figures to the American public as a basis for further action. Its immediate aims, perhaps, are:

1. To raise the standards of the profession.
2. To build a strong financial background to support the organization in carrying out a national program.
3. To standardize the curricula of the various levels of instruction.
4. To justify the demands of Negro educators for more adequate financial support.
5. To interest the intelligentsia in the problems of Negro education.

Ideal Conditions

Ideally it would desire the Utopia of the teacher's dream: compensation liberal enough to provide intellectual "leisure" and lead a life of scholarly pursuits; equipment which would transform the monotony of the schoolroom into a Garden of Eden and children with the purpose of a Milton and the mind of a Socrates.

The past five years have witnessed phenomenal progress in educational opportunities and advancement among Negroes. The private schools began, with emancipation, to do pioneer work in cultural, social and religious education. For years they bore the brunt of the burden of Negro education, practically alone, without state aid. Many of the schools were financed by singing the songs of sorrow and of triumph of our forefathers. Many of them suffered a continual undernourished growth on the scant funds donated in church collection plates. Today, many such schools find it exceedingly difficult to secure equipment and teachers necessary for the prosecution of first-class work. It has fallen to the lot of the land grant colleges to assist, to supplement, and to carry on the glorious work begun by the private colleges. The obligations of the state institutions are great because of their excellent equipment and certain source of income. In the past five years Southern legislatures have increased appropriations to Negro colleges several hundred-fold and as a result practically all Southern states boast of one or more class A colleges for the training of Negro youth.

The N. A. T. C. S. is not necessarily a champion of the cause of either the private schools or the state schools. It is intensely interested in the progress and success of both, for the combined resources of both are not sufficient at the present time to cope adequately with the needs of the present and the immediate future.

State Organizations

I especially wish to congratulate the various state organizations upon the splendid constructive work
(Continued on page 29)

The Guidance Program

Hattie V. Feger

To me one of the most pathetic sights in school is the child who is dogged in his persistence to do work for which he has positively no ability. When he finally realizes his inability much time has been wasted, since in most cases no guidance has been given. Because of non-success the pupil has become discouraged, leaves school and there is one more added to the flotsam and jetsam of society. Then again there is the bright pupil who though gifted is lazy and because of the lack of firm but kind guidance becomes a misfit and adds to the society's confusion. In the past teachers were busy covering subject matter and the pupil was left to work out his own salvation. Sometimes he was fortunate in his parentage, but in most cases if he succeeded it was not because of conditions but in spite of them. The traditional tendency of the school to regard the pupil as entirely responsible for his own maladjustment or failure has given way to the new view that it is the business of education to help the pupil to find himself with respect to his interests and abilities and to understand and appreciate the opportunities offered for his development through the school. It is on this account that the people in a democracy are now willing to support free public education. This conservation of human values does increase the actual per pupil cost of education but the great saving to society represented by improved social and economic efficiency does far outweigh the initial cost and yields material as well as spiritual dividends to the state. No other investments could yield richer dividends.

The teacher who is anxious to have her boys and girls develop the ability to solve their personal problems will find many valuable suggestions given in recent books on guidance.

Differentiated curriculum make guidance on the part of the school imperative. The school cannot take it for granted that the pupil will get the necessary understanding of his subject or courses in any other way. The pupil is entitled to know what the courses or subjects contain, the purposes for which they are taught, their relative difficulty and the powers that will be called into action by the nature of the material to be met. One of the best treatment of this subject is given in the Sixth Yearbook. In keeping with the seven cardinal principles counseling should cover the following phases; (1) health guidance, (2) educational guidance, (3) social guidance, (4) ethical guidance, (5) vocational guidance.

Mental efficiency is almost always accompanied by physical well-being and the committee holds that all through the child's school career he should be watched by the classroom teacher, principal, coun-

selor, school physician and nurse. If he is emotionally or mentally unbalanced he should have the services of the school psychologist and psychiatrist also.

The mental health work is especially important and desirable since it is responsible for one's attitudes on life. Mental conflicts and feelings of inferiority often make it impossible for boys and girls to achieve the education and success which is rightfully theirs. The mentally defective pupils though constituting only a small part of the school population—about 5%—present most of the behavior problems of the school. If we could give these pupils proper health guidance at a very early age, we might salvage some of this waste and what would be much better, we might relieve society of much of its crime with the attendant suffering which the innocent often have to suffer. Mental hygiene is necessary not only for the mentally ill but especially for the adolescent since this is a period of relative emotional instability. Teachers should feel the necessity of having an understanding of the mental emotional and social maladjustments among adolescent boys and girls. These are listed as (a) the inability to concentrate on the present situation, (b) failure to gain independence of thought and action, (c) feeling of inferiority. The problems of determining the mental status is entirely too important to be passed upon by empirical methods or by those whose training might be held in question. When we get the same attitude towards the mentally ill, when we use the same preventive measures for the former as for the latter, the number of our most distressing cases will be materially reduced.

Three types of health guidance are listed. First, to bring all school activities related to the physical and mental health of the students together in one coordinated, correlated whole. In the larger schools this work may be under the direction of a health counselor. Second, to bring every teacher, administrator and school health worker to see the significance of health service, so that each one of these workers will use the facilities of the health department in his dealings with students and appreciate how necessary is his own cooperation to the success of the whole health program. Proper hygiene of school buildings and equipment will furnish a favorable environment for the practice of health habits during school hours. This is most important for the writer has seen many cases where such practice has been carried over into the home. Many of the parents of these pupils are set in their habits and our only hope for better things lies with the youngsters. Third, to further health knowledge, practices and ideals which are incidental to the teaching of

*Co-operating Teacher Harriett Beecher Stowe Junior High School, Cincinnati, Ohio.

subjects of the high school curriculum and to extra-curriculum activities. This third type has not been so successful. What a glorious field for such work is offered by science, literature and the social sciences! They offer splendid opportunities for the disseminating and practice of health knowledge.

No one of these types can be carried out without the support of all the school faculty and all principals should deal wisely and firmly with teachers who fail in this duty. How can we make children feel responsibility if teachers have so little regard for their own responsibility?

For the effective carrying out the health program the work should be coordinated under one head. The following duties of such an officer are taken from among those listed by the American Child Association:

1. To supervise the sanitation of the school, especially as to air conditioning and provisions for preventing spread of infections.

2. To teach personal hygiene in such a way as to improve the health of the individual students taught. Each student in the best examples seen, made his own health problems his major project. The work was carried on intensively in the first year of the student's school residence.

3. To carry on personal supervision of individuals, not first year students, who present special health problems—in the schools studied these students constituted about ten per cent of the school population. This calls for conferences with students, advisers, teachers and parents.

4. To prepare or supervise publicity on school health for school paper, bulletins for advisers, letters to parents, school and neighborhood posters, exhibits, etc.

5. To give counsel to teachers who apply for guidance in personal health problems.

6. To see that the students needing special attention are referred to the school physician and by him to the family physician. This same association also lists the following as adequate preparation for such a counselor:

1. Good scientific training in personal hygiene, communicable disease control and school hygiene.

2. Thorough mastery of modern teaching technic. This means practice under direction.

3. Familiarity with the organization, aims and limitations of a modern high school.

4. Training in health publicity.

5. Sound scientific knowledge of intelligence tests and psychiatry applied to behavior problems.

I feel very strongly on this question of health for in my own experience I missed many wholesome activities which would have increased my physical efficiency. I took some of them up later but I never got from them either the enjoyment or the physical

benefits which would have been mine had I had them when I needed them most. Teachers of the elementary grades will find much helpful material in Chapter VIII of the Fourth Yearbook.

Then, too, every pupil who enters a modern Junior or Senior High School will need guidance in the choice of subjects and courses. The very complexity of our civilization makes educational guidance absolutely necessary. There are more avenues of employment open, hence a wide range of careers. This large number makes a wise selection more difficult and also makes for a greater chance of error. Homogeneous grouping on a basis of ability is practical and valuable. For making this grouping prognostic as well as standard tests are given. Prognostic tests to be of any value must be carefully designed to single out specific abilities and to measure them. It is probably true that a careful study of the careers of the professional workers whose mental test scores are found in the lower fifteen or twenty per cent of the distribution would show that there is a critical point below which success is not likely to be attained. "There are, however, so many exceptions to such a general tendency that it is necessary not only to know intelligence levels but specific vocational abilities as well. The presence of a high degree of ability along a certain line may indicate success for an individual in an occupation which ordinarily calls for a much higher degree of general intelligence than the person possesses."

The committee feels that the counselor in this field of guidance should have not only a knowledge of the student, but also that he be familiar with high school graduation requirements, college entrance requirements and the general training needed in the more common vocations. He must be specially trained and be freed from other duties in order to have time to meet students in groups or individually. It also makes the wise suggestion that the Senior High School send back to the Junior High School the scholarship records of its former students. This makes for closer coordination which will result in a more logical sequence in the child's school life. Educational guidance is summarized as follows:

1. Education guidance should aim to study the interests, aptitudes and capacities of boys and girls.

2. It should aim to adjust the curriculum, corporate life of the school, and extra-curriculum activities to the needs of the pupils; to stimulate new interests, to develop students' abilities, and to study the educational needs of boys and girls.

Inasmuch as the ability to get along with people is a most valuable asset in life, it becomes necessary for the school to give its students social guidance. The aim of such guidance is, of course, adjustment. Here the visiting teacher may do most effective work. She comes with the double experience of teacher and social worker to meet the problems which are both educational and social. Welfare

workers have long felt that the many problems of juvenile delinquency and social maladjustments might be anticipated in the schools. The home and the school must be brought into mutual understanding and co-operation. This means much more than the ordinary teacher has time or energy to do. At present there are about three hundred such teachers employed in the country. An interesting article on the work of the Visiting Teacher in Cincinnati may be found in the January Bulletin.

Boys and girls need to be guided into forming the right kind of companionships. Here the school fills the need by assisting in the Boy Scout Movement, the Girl Reserves, Summer Camps, and other similar movements. The committee suggests, and wisely too, that we find something to replace fraternities and sororities. Too often these become too great an expense for the average student and many times make only for snobbishness.

Through social guidance the teachers and pupils come to know each other better. Pupils like to feel that teachers are willing to take time outside of school to talk over with or to give help in some special situation. The counselor for this form of guidance should be refined, cultured, wise, just, sympathetic, not sentimental and firm. When the pupils come finally into adult life they will then, because of their poise, dignify any field of labor in which they may be called to serve. They will dignify even the most menial jobs. I have in mind a boy who though of low mentality holds a small position in a large business house. He is liked and respected because of his honesty, sense of responsibility and courtesy and best of all he is happy in his work.

Counseling as the committee finds it is a unitary affair and hence ethical guidance is interwoven with health, educational, social and vocational guidance, and may be taught by indirect approach. There are certain fundamental character traits which are necessary to a normal successful and happy life. These need to become habitual in the lives of boys and girls. Carey Hayes defines these essentials as honesty, self-control, industriousness and cooperation. By confining these traits to a few in number, the learners can constantly keep time in his thinking and use them as a measuring rod of character by which they may measure their own conduct, the conduct of their companions and that of the men and women with whom they come in contact as well as the characters they meet in history and in literature. The child should be given credit on his report card for exercising these traits since his growth in character is far more vital than mere academic progress. However, it is nearly always true, that other things being equal, the child strong in worthwhile character traits and good physical health usually does his scholastic work well.

Here again, the counselor should start his plans with a knowledge of what the pupil's inborn characteristics are and then try to direct and modify

these to the extent that scientific studies have shown to be possible and desirable. "It is one thing to hear right conduct praised; it is quite another and more necessary thing for the pupils to do the acts." Character is essentially a matter of action, the habitual performance of certain kinds of acts rather than others and the only genuine way of learning how to do these deeds is to do them. James, in his classic chapter on habit says, "The hell to be endured hereafter of which theology tells is no worse than the hell we make for ourselves in this world by habitually fashioning our characters in the wrong way. Could the young realize how soon they will become mere walking bundles of habits they would give more heed to their conduct while they are in the plastic state." In the light of this, how imperative the guidance movement becomes! The assembly and school government may be used to give pupils exercise in group and individual duties. If the auditorium is in use all day, the assembly should be held in some large room. The writer has received some bulletins and programs of assembly offerings. Those from the Lincoln School in New York City and the Harvard School of Boston are especially illuminating. In our own city the programs of the Rothenberg School often deserve hearty commendation. A principal who does not make much use of the assembly is not awake to his duty. If children continually think of their rights rather than of their duties, it is largely the fault of the parents and teachers. In this same connection school-government may be used to a limited degree.

For the furtherance of this same program extra-curriculum activities may be used effectively. In these the pupil may learn that the way to cultivate the spirit of service is to be rendering service to one's own immediate community. They may do this through serving in the school orchestra, managing the school paper, writing for the school paper, assisting backward pupils, making furniture for the school, etc. In this wise a wholesome school spirit is developed.

Finally when the school has successfully guided the pupils in health, education, social usage and ethics, they are now equipped to receive vocational guidance. There is naturally an overlapping of all these but now we are speaking specifically of vocational guidance. Proctor gives the following definition of vocational guidance: Vocational guidance embraces all those school activities specifically designed to assist individual pupils in learning about, choosing, preparing for, entering upon and making progress in occupations.

The best reward for possessing ability is the chance to use that ability fruitfully. The best type of worker will be thankful that he has the opportunity to express himself in a public service; the best reward for one's work is the thought that, because one has done his work well, all the rest of the world has been helped to do its work better. The

committee states that, "Unless plans for such guidance are thoroughly incorporated and continually exercised, the efforts of the school in behalf of the youth in its charge will be largely misdirected.

It is not the function of vocational guidance to keep juvenile workers out of "blind-alley" jobs in their early working years (12-16.) Blind-alley jobs are practically eventable for children of these ages. There are very few jobs at which boys or girls of these ages are of such character that one can advance through them by continuous stages to a status of great responsibility and growth. But though vocational guidance cannot prevent a youth who must begin work at fourteen from taking a blind-alley job it can and should see to it that he does not remain in such an unpromising position beyond his early years, but should at the proper time help him to get oriented in a regular vocation.

Methods for providing vocational guidance may be (a) giving students opportunity for self-analysis, (b) personal conferences with teachers, principals or counselors, (c) trips to industries, (d) systematic courses on vocations, (e) try-out courses. The following questions are suggestive:

1. How broad is the field? What different sort of jobs are included in it?
2. What training is necessary for it?
 - (a) How much time does this training require?
 - (b) What does it cost?
 - (c) Where and how may it be secured?
3. How much capital is required?
4. What remuneration does the occupation offer?
 - (a) At the beginning?
 - (b) Later?
5. What opportunities are there for advancement?
6. Is the field overcrowded?
7. What is its effect upon health?
8. What procedure is necessary in seeking employment in it?
9. What are its congenial features?
10. What are its uncongenial features?

The vocational counselor should have ample time provided for his work. It is necessary for him to spend considerable time visiting and studying local conditions and homes of pupils, and much at the school in personal conferences with individual pupils.

The schools should not feel that their responsibility has ended when they have found the pupil a job. They should follow him up, aid him whenever possible, and if he proves ill adapted to the work or if the work proves of less value than its promise indicated, should help him get adjusted into something else.

One very happy outcome of vocational guidance is that through it we often find an avocation. If a man has a permanent avocation to which he can turn for recreation and self-expression the shocks and disappointments of occupational reverses will

have less disastrous effect and his productivity in his vocational field will be greatly increased.

Some writers claim that vocational training may increase elimination. We have to face the issue and recognize that elimination is a fact, to be sure, but even then it is better that the pupils leave somewhat prepared than with no occupational training at all. However, in a greater number of cases the pupils are encouraged and remain to complete the vocation. Since the pupil remains longer in school he, as a matter of fact, will secure much that is of cultural value also. There is no reason why a laboring man should not enjoy the higher things of life. In conclusion, "Counseling should permeate every part of the curriculum and correlated activities. When this is the case students on leaving the high school either with fully or partially completed courses, should leave with a zestful purpose to make a successful career and plan to build a life worthwhile—realizing that such a life and such a career are built on health, trained intelligence, mastery of self, passion for work, honesty with self and others, and the spirit of cooperation." (Committee).

"The Secondary School" an article by Governor Alvin T. Fuller in *Journal N. E. A.* April 1928, gives a very clear cut idea of a layman's idea of the guidance program.

A Typical Guidance Program Holmes Junior High School, Philadelphia 1,700 Pupils

Theory: guidance lies back of all worthwhile teaching of adolescents through the wise direction of his activities. Personal, remedial, civic and cultural guidance are accomplished through a number of student organizations and clubs carefully supervised by instructors. A seventh period is added which is known as the guidance period—all clubs meet at this period.

(a) On Friday this period is devoted to personal guidance by the home room teacher. This teacher familiarizes herself with the data on each child's cumulative record card. She indoctrinates them with the spirit of the school. On the fourth Wednesday of each month each classroom teacher arranges private conferences with those pupils in her classes who are having difficulty with their work in the subjects which she teaches.

(b) Remedial guidance.

This has the right of way for certain groups during the extra period on Mondays, Tuesdays and Thursdays. Pupils who have failed or who have been conditioned are organized into "restoratory" groups—those in danger of conditions come together with "preventive" groups and those with special lines of interests in the nature of hobbies etc. are in opportunity groups. These remedial groups are in charge of the best teachers for these special periods and one strong all around teacher devotes her en-

time to remedial work. Results: fifty per cent reduction in amount of failure and retardation.

(c) Civic guidance: Through an effective scheme of self-government. Each home room is called a Chapter of the Industrious Civic League and elects a delegate to each of the administrative bodies comprising the Union. These are Council or Administrative Committee, Department of Public Works, Department of Public Safety, of Sanitation and of Social Welfare. Each of these administrative bodies is divided into bureaus or committees, each with an important duty to perform in relation to the social and civic life of the school community. An effort is made to give every child a chance to participate in the civic service of the school.

(d) Cultural guidance functions through the medium of vocational, recreational and enrichment clubs. Membership in the remedial clubs is compulsory for those who need it—active delegates in the civic committees are elected by their peers. Membership in recreational clubs is voluntary. Before a club, and there are fifty or more, receives official sanction it must show (a) that it meets the needs of several children, (b) that it is an addition to the types already available, (c) that it contributes training for citizenship, (d) that it will not arouse political or religious animosity on the parts of parents.

TOM BROWN NEEDS A GUIDE

By John C. Wright

As the number of possible avenues for making a living open to the youth of this generation constantly increases, the problem of selecting the one which will lead most unerringly to success becomes increasingly difficult. The schools obligation to the student, then, does not cease with spreading before him an alluring display of courses marked "required" and "elective." It must give him expert advice in choosing what he is best fitted by time and resources to pursue with a maximum of assured benefit to himself and society. In a recent casual survey of the Senior Normal Class at Tuskegee, it was found that one hundred and twenty of them expressed a choice of forty-one different vocations as their life work. These contained many diverse and interesting callings ranging all the way from sailor to doctor of medicine. Teaching, both in the vocational and scholastic field represented the choice of the largest number. Many expressed an intention of following a vocation for which the courses they were taking would make no direct preparation whatever. For instance, one boy who is choosing the field of music as a life work is specializing in architectural drawing. Another boy who is to be a physician is spending half of his time studying brick-masonry. Such cases as these could be multiplied in educational institutions all over the country. To prevent needless waste and loss of time in the serious business of preparing for service to society in an age as highly specialized as ours, the student's

time should early in his scholastic years be invested in those fields of knowledge which will yield the greatest return in power and skill in his chosen vocation.

It was a striking fact that in the forty-one vocations chosen by this group of high school students the Christian ministry was not mentioned by a single one. Is it the fault of the schools, the church, or the profession of the ministry, that men and women in constantly decreasing numbers are choosing it as a life calling. These questions press very insistently upon us, when four or five score healthy, hopeful youngsters looking for a field in which to invest their splendid possibilities and talents deliberately pass by what fifty or seventy-five years ago was considered the greatest of all professions, and the goal of every college-trained man. It is a big, hard job, but those of us who have been entrusted with the high privilege and grave responsibility of guiding the youth of the age into channels of useful service must present to them again the challenge of the Christian ministry. But even as I say it, I wonder how it can be done to meet the dollar sign of success which men have accepted and worship today. The ministry to most of the restless young men of our time means poverty and a life-long, thankless service for a world which soon forgets—a world that in one breath glorifies the unselfish giving of one's self for the sheer joy of service; and in the next fixes the status of men and measures their successes by the size of their bank accounts. We must have more young men in the ministry. It is still the greatest of all callings. But it must treat with greater consideration those who are called if it expects the students of this generation to invest their lives and futures in it. Greater than teaching, is this responsibility devolving upon our schools to select from the thousands of students who flock their halls, suitable recruits for the army of toilers who are now carrying on in every avenue and branch of the world's work.—*Courtesy of Tuskegee Messenger.*



MISS FANNY C. WILLIAMS

Valenc C. Jones Public School, New Orleans, La.
1st Vice-President N. A. T. C. S.

The Jeanes Teachers in Negro Education

W. T. B. Williams, Field Director for the Jeanes and Slater Funds

A few years ago Mrs. Mumford, a distinguished and particularly well-informed lady of Richmond, Virginia, declared that the Jeanes teachers were doing one of the best pieces of educational work being carried on in the South. Mrs. Mumford was admirably qualified to speak on this subject. She was a leader in the progressive movement for education among whites in Virginia, and she had been associated with Dr. H. B. Frissell, principal of Hampton Institute, in his epoch making educational work for both whites and blacks in the South. To Dr. Frissell almost as much as to Miss Anna T. Jeanes herself we are indebted for the Fund that bears Miss Jeanes' name. He had been making some experiments with young colored women as itinerant rural school workers in Virginia, and went to Miss Jeanes for financial assistance. She helped him and later Dr. Booker T. Washington in this rural school work, and upon her death left a million dollars as an endowment for carrying on this work among Negro rural schools.

About this same time Mr. Jackson Davis, superintendent of schools of Henrico County, Virginia, had been trying out similar work in his colored schools. He had an admirable colored teacher, Miss Virginia Randolph, who took the lead in this rural school improvement work, and who in fact created the role of the Jeanes teacher. It was her work which determined the course of Dr. James H. Dillard, the newly elected president of the Jeanes Fund.

Miss Jeanes had a simple, but fundamental plan. She was not interested in the work of the larger educational institutions for Negroes. She wished to help the unprivileged Negro children of the country districts. She would give them simple useful training of the hands, and through their schools help the whole community in every practical way possible. She laid down no other conditions.

With such a program, a little more than twenty years ago, Dr. Dillard launched the now well-known work of the Jeanes Fund. He was content with small beginnings. He started the work in a few counties in Louisiana and Virginia. From the beginning he worked only where he could have the hearty cooperation of school superintendents and other school officials. For teachers, he took such as were at hand: none had been specially trained for the new work. As far as he could, he chose teachers who were interested in the fundamental needs of the children and of their communities. Fortune favored him. In a short time he had as earnest, and, for the immediate work in hand, as capable a group of women teachers as have undertaken simple, pioneer work anywhere, in all probability. There is nothing they have not done in the way of helping

neglected Negro children in the country districts of the South, and their accomplishments have been truly marvelous. They have, with the help of the children and their parents, cleaned up country school yards; cleaned and repaired school houses no longer habitable, and built hundreds of new schoolhouses; dug wells and found other suitable sources of drinking water; they have beautified school-grounds, and equipped and made attractive school-rooms; they have raised untold thousands of dollars for supplementing teachers salaries and for lengthening woefully inadequate school terms; and in the meantime they have taught children and teachers to cultivate suggestive school-gardens, to use simple tools in making repairs about the schools and homes, and they have taught children and mothers to cook, to sew, to weave useful rugs from rags hitherto wasted, to make mats and baskets from corn shucks and native shrubs and grasses. And they have made vital to children and parents alike the health lessons hitherto unprofitably learned from books. In short they have taught whole communities of both white and black people how immediately serviceable the little country school may be made.

As a result of such work these Jeanes teachers awakened among Negroes, school officials, and white people generally such an interest in education as had never before obtained. At the beginning of this work public education for colored people in the South was perhaps at its lowest ebb. Negroes had neither the private means nor the political influence to secure adequate public funds to improve their ineffective schools, in which they were fast losing confidence. The white people lacked positive interest in Negro education. But this practical work of the Jeanes teachers won the attention of both groups and centered their interest in the colored schools. Negroes saw in the new movement an opportunity to make their schools more effective, and began to give readily of their means to that end. White people saw the advantages that would accrue to the community from such training and gave of their own means and voted public money besides toward the support of the work, when often no public funds could be found for the old, conventional type of education. For a number of years Jeanes teachers have raised annually for school improvement over half a million dollars. This money, raised in the main from colored people, is indicative of the influence the Jeanes teachers exert among their own people. Much of this money has gone into the building of the more than four thousand Rosenwald schools for Negro youth. In fact the officials of the Rosenwald Fund regard the Jeanes teachers as their most effective allies and assistants in the work of

building schoolhouses. It is significant that the counties that employ Jeanes teachers have many more of these attractive up-to-date, scientifically constructed Rosenwald schoolhouses than the counties without Jeanes teachers. In organizing the colored people for the building of schoolhouses, and in their general campaigns for school improvement, and for increased educational opportunity for Negro children, these tireless Jeanes workers have not only secured suitable school accommodations for about one-third of the colored children of the South, but they have aroused a wide-spread and vital interest among both races in the South in Negro education.

In a way the effect of the work of the Jeanes teachers upon the white people of the South has been more significant than its effect upon the colored people. No other agency has done more than they to win the cooperation of whites generally in Negro education. Their sensible, practical work in the local communities attracts the attention of, and brings them into contact with, the general run of white people who need to be convinced again and again of the value of education for Negroes. Their growing appreciation is reflected in the steadily increasing appropriations for colored schools.

The Jeanes teachers have done a particularly admirable piece of work in awakening many county school superintendents to the possibilities of their colored schools. Through improved school surroundings, and by means of better school work and attractive exhibits, they have won the effective interest and cooperation of superintendents who have hitherto been indifferent toward, if not indeed neglectful of their colored schools. And these versatile Jeanes teachers have rendered incalculable service too to the State Agents for Colored Schools, that incomparable group of fine, capable, young Southern white men who are devoting all of their time and energy to the improvement of Negro education in the South. One need only listen, at meetings of this kind, to get an idea of the countless demands made upon the Jeanes teachers by school officials and others. In fact the most effective work of the State Agents is bound up with that of the Jeanes teachers. Where the latter have worked the state Agents secure their most effective cooperation. Theirs are the counties in the main most ready to support not only improved elementary schools but also the County Training Schools, the incipient rural high schools for Negro youth, which the State Agents find so essential to any real progress in Negro education in the South.

The Jeanes teachers have been the most effective assistants to superintendents and to State Agents both in the organizing and building of these County Training Schools, whose growth in numbers has been phenomenal. Within a decade and a half they have increased from four to more than three hundred. And the public appropriations for their support have risen within this same period from \$3,350

annually to more than a million dollars each year.

In these later years the Jeanes teachers are giving their attention more and more to improving the classroom work of teachers in need of constructive assistance. They are not neglecting the physical side of their schools, but are helping to make the teaching more effective.

Thus are the Jeanes teachers sharing constructively in the most progressive movements in Negro education in our day. Indeed there are not many activities in this field which the Jeanes teachers have not had a hand in originating. In many instances in the early days they paved the way for the now effective and important farm demonstration agents and introduced them to the audiences they sought. They created the work of the home demonstration agents, and from their ranks furnished most of the workers for this new governmental activity that has grown to such admirable proportions. I have shown too how they won, as no one else has done, the cooperation of white and black people in the South in improving the building of schoolhouses and in the training of children and parents in the fundamentals of effective living. Their ideals and efforts have won the approval not only of their countrymen but governments in Africa where the work of the Jeanes teachers has been installed. And last year the Jeanes teachers of the Southland raised over \$2,400 and sent one of their number to work in Liberia on the west coast of what has wrongly been called the Dark Continent. In short these remarkable workers go on quietly from day to day making concrete the wish of that educational stateswoman, Miss Anna T. Jeanes, the donor of the fund under which they work by helping the whole community through its Negro schools.

A REPORT OF WEST VIRGINIA'S STATE ASSOCIATION MEETING

The West Virginia State Teachers Association met in Huntington, W. Va., November 15 and 16. The sessions were held in the auditorium of the Douglas High School. Prof. Sherman H. Guss of West Virginia Collegiate Institute, president of the association, piloted the sessions successfully from beginning to end. The local committees were under the supervision of H. D. Hazelwood, Principal of Douglass High School, and J. M. Washington, Principal of the city elementary schools.

The following officers were elected to carry on for the next year: Leonard Barnett, Principal of the Washington High School, London, W. Va., President; Memphis Carter-Garrison, Gary High School, Gary, First Vice President; Mabel Young, Lincoln High, Wheeling, Second Vice President; Mary L. Williams, Garnett High, Charleston, Recording Secretary; Helen W. Pryor, Douglass High, Huntington, Corresponding Secretary; Byrd Prillerman, In-

(Continued on page 28)

Health Education in Elementary Schools

*Mrs. Lily Carmichael-Evans

The first requisite for a successful health program is the wish to make health a real objective in education. Improvement in child health is doubly to be desired, since with it should go improvement in school progress. The stimulus and direction of the health program should come from the County Superintendent or Supervisor or it may be that the Principal must institute such work; however, the Board of Education should be made to understand that it is a matter of economy to put children in the best physical condition for doing school work. There must also be a close sympathy and understanding between the home and school if the health program is to be effective.

Where this sympathy and understanding do not exist it must be created. It may be brought about in several different ways but a live Parent-Teacher Association will perhaps be found the most valuable agent for securing it.

Where such an association is already formed, a suitable committee from its ranks will be of assistance in securing the promotion of health work.

The cooperation of local physicians and dentists may be secured, by proper approach, and they may well be included in such a committee.

Many counties have departments of health, and they will not doubt be glad to assist in conducting the preliminary sanitary investigation; which should be the opening event of the health program.

They may also offer the assistance of a nurse or a physician in connection with the physical examination of school children.

First among the important conditions that call for sanitary investigation are: the size and condition of the playground; safety of the water supply; model toilets; heating, lighting, and ventilation of the building, and the daily lunch. These items, for the most part, are under direct control of the educational authorities and are presumably always looked after; but when they are not, a wise and judicious teacher will be able to remedy many defects in the above named items.

When these preliminaries in the program are taken care of, and the homes have been brought to understand the health work of the school, the next step concerns the child himself.

Physical examination of every child—especially of those expecting to enter school, should be made before the opening of school. Every parent should ask himself: "Is my child ready for school?" Most of our parents are concerned only with the readiness that comes from having the proper supply of clothes, shoes, hats, etc., but the readiness of the physical type is more vitally important.

This physical examination during the summer months is frequently sponsored by the P. T. A. and is known as the summer "round up." Its aim is to



Pupils of Valenca C. Jones Public School, New Orleans, La.

have every pupil in the best physical condition for the opening of school.

Symptoms of communicable diseases, dental defects, and other physical handicaps, if taken in hand in time, will not only prevent much suffering, loss of time and perhaps of the pupils promotion; but will actually be an economic gain to the parent and to the state. In many schools, the teacher is the only examiner, but even here, much can be done. The U. S. Bureau of Education will furnish the publication: "What Every Teacher Should Know About the Health of Her Pupils."

With this information in hand, even the average teacher can do very well.

Her interest in the pupil should make her keen to see that any hampering defects of real consequences are reported to the parents. One of the commonest ailments of school children is defective teeth; and it is estimated that 90% of them have diseased mouths, resulting from defective teeth. Furthermore, there is not a disease to which the human body is liable, that is not aggravated by an unhealthy condition of the mouth; and many diseases are originally caused by neglected teeth. It is not an exaggeration to say that three fourths of the ills of mankind will be banished, when the mouth and teeth receive the care and attention they require. How shall we set about it? By preventive dentistry. How get to that? By educating the public. But since it has been convincingly demonstrated that the family cannot be relied on to safeguard what should be considered as one of the vital physical functions, it devolves on the schools to inculcate habits of dental hy-

giene. The physical examination of the child should be the beginning of his interest in his own body and its workings, and in the practice of habits conducive to health.

Periodic weighing and measuring, monthly if possible, should interest him in his growth; daily inspection for cleanliness and for signs of communicable diseases, should serve as reminders of the importance of health.

Health teaching in the lower grades consists chiefly in the effort to secure the habitual practice of a few things that are done by every one who has attained the highest degree of health. These habits are as old as the hills, for, in getting a child to go to bed at such an hour that he will arise refreshed and in time for an early breakfast, we are only carrying out the old adage: Early to bed, early to rise, etc. Today, as of old, plenty of sleep and readiness for work at the appointed time, are fundamental to attaining the chief ends of education—health, wisdom, and making a living.

Children are not alike, and cannot be made so. No child can sleep a certain definite number of hours to order, nor is a specific number of glasses of water or of milk—even if all glasses held the same amount—just right for every child, under every condition. The teacher will need to exercise common sense in her health teaching, and in her appraisal of the response of her pupils. By explaining to older children the reasons for practices affecting their health, the foundation for better health can be laid for generations to come.

(Continued on page 23)



Pupils of Valenca C. Jones Public School; Miss Fanny C. Williams, Principal

THE EDITOR'S PAGE

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The mid-winter meeting of the Executive Board was the largest in attendance in the history of the Association. A program for the coming year with the slogan "Education for Economic Efficiency" was adopted. The meeting was pleasant and profitable. Mr. W. J. Hale, Chairman of the Executive Board, presided in the most pleasing and businesslike way. Very little time was given for perorations. Getting the Association out of debt which has been hanging over its head for the past five years, as well as making out a constructive program for the Association was the purpose of this meeting. So the old time oratory had no place. The members of the Association will rejoice to know that sufficient money was brought to the Executive Board meeting to secure the gift of the General Education Board. We are unshackled now. Our only obligations are the monthly current expenses. If every member will send in a new member we can easily remain out of debt and give our time and talent to the much needed work of the needs of the Negro children, teachers, and schools. Will you assist us in continuing our work unhampered by debt? Just one member from EVERY member will give us the number

we are working for. Under the leadership of John W. Davis the Association has every reason to feel proud of the work accomplished during these five months of his administration.

HONOR SCHOOLS FOR NOVEMBER AND DECEMBER, 100% ENROLLMENT

Florida, Tallahassee—Florida Agricultural and Mechanical College, J. R. E. Lee, President.

West Virginia, Charleston—Oak Ridge, River-view, Dunbar, Washington, Boyd, and Garnet High Schools, C. W. Boyd, Supervisor.

Every school in the city of Charleston registered 100%.

Jackson, Mississippi extends a hearty welcome to the National Association of Teachers in Colored Schools during its annual meeting to be held there in July. We are asking every teacher to meet us at Jackson College with suggestions for a five year program. In planning for your vacation add the annual meeting in your schedule. We will enjoy a hearty clasp of the hand and sharing of ideas and experiences. May we expect you?



CLEMENT R. RICHARDSON
Chairman Promotion Committee, Kansas; 7th Vice-President
N. A. T. C. S.

Characteristic of Greek and Northern Myths Together With Their Use for Children

Helen Adele Whiting

All mythology is fundamentally the same. The only difference is the different ways in which nature (due to the physical and climatical conditions) has impressed people and the different manner in which they have interpreted the universe and personified and deified the forces and phenomena of nature.

The following data are arranged to emphasize this fact, bringing out, in the meantime, the chief characteristics of the Greek and Norse myths.

COMPARISON OF SYSTEMS OF MYTHOLOGY

	Greek	Norse	Common Theme
Physical and Climatical Features	Greece in bright genial southland.	Ice-bound region of the north where huge glaciers held the valleys in unmerciful embrace, while the deadly avalanches cut their way down the mountain sides; intensely cold weather.	.
Nature and Temperament of People	A happy people; partake of the pleasures of life with a certain abandon; they seem oblivious of past or future.	Of a serious mood. Looked on life as a transient gift. It, to them, involved a tremendous struggle for existence. Their only concern was to die an honorable death. They were courageous, honest, whole-hearted, patient endurers of hardships.	
Thinking	Mind more involved with human affairs, as much of their time was spent in cities. Used craft and fraud to accomplish their ends.	Deep, rude, earnest minds source of sublime and profound thought. They used wisdom and judgment in enduring their hardships of life. Only Loki used deception.	
Imagination	Light, variegated.	Abundant, virile.	
Idealism	Inclined to the physical.	Spiritual ideals more important than physical. Long winter nights kept the Norsemen home. They therefore, had a strong love of home and family relationships; respect for women. Their struggle to survive against the terrific forces of nature idealized strength and courage.	
Speech	Full of brilliance and vivaciousness; light, graceful.	Their very words and phrases are tragic.	
Treatment of Myths reflect social and political conditions	Myths arranged in separate groups, each group developed independently of the whole. Central thought which should bind them lacking.	Idea of unity prominent feature. Believed in the concentration of ideas.	

	Greek	Norse	Common Theme
Interpretations and Explanations of Creation	World rose out of chaos, a vapory, formless mass, an all-embracing space.	World rose from chaos —of fire and ice.	
Creation of the gods and giants	Gigantic and uncouth in appearance. Titans, elemental forces of nature, personifications of subterranean fire.	The same. Born from these opposing elements. Frost gods, formed of ice, lived in a dreary country (Jolunheim); enemies of the gods, lived in the bright, beautiful city Asgard. Ymir, huge ice giant and his descendants. Evil spirits represented by huge frost giants and mountain giants.	Both, having sway for a time, were defeated after a fierce struggle and were banished to Tartar-un and Jotunheim, respectively.
Nymphs and Elves	Nymphs; dryads, oreads, hamadryads, peopled the woods, valleys, and fountains. Pluto's servants.	"Light elves" lived above ground, cared for plants, trees, streams. "Dark elves" bred in Ymir's flesh.	Never left underground realm, where they modelled delicate ornaments, such as were bestowed on the gods, and weapons which no one could dint or mar.
The gods	Jupiter, Neptune and Pluto. Gods all related to one another. Live on Mount Olympus, where they build golden palaces for themselves.	Odin, Vili and Ve were stern, awe-inspiring. The abode of these divine conquerors is Asgard. They construct similar edifices.	Superior over the weaker forces, they rule, respectively, over the world in their turn.
Further light on their ways of thinking and living	The mighty river Oceanus interpreted as flowing steadily with an even current, as they generally looked upon calm, sunlit seas. Land, north of Hyperboreas, where feathers (snow) constantly hovered in the air. Earth created first. Sky after. Sun and moon daily driven across the sky in chariots drawn by fiery steed; Helio, Hyperion, Phoebus, and Opollo. (Greek gods enjoy a multitude of names, all descriptive of various phases of their nature and worship. The same is true of the goddesses. Phoebe, Diana or Cynthia. Earth—a female divinity, the fostering mother of all things. Nature is embodied in the genial goddess Ceres. Cold winds swept from north.	Serpent lay at bottom of sea which surrounds earth, biting its own tail. The convulsive wreathing of the tail accounted for the storm lashed waves. Nifl-heim, the northern region of perpetual cold. Same view. Same view. Sol. Mani. The same idea, only (because of the hand-to-hand struggle with Nature) she is represented hard and frozen like. Winds produced by the winnowing of the great eagle Hraesaelgr.	

	Greek	Norse	Common Theme
Life and works of Gods and Goddesses, a well ordered society.	Jupiter, father of the gods, the god of victory and a personification of the universe. Mount Olympus or Ida.	Odin is given the same conception. Hlidskialf: All father's home.	
Sustenance	Nectar and ambrosia.	Mead and boar's flesh.	
Government	Gods assembled on the peak of Mt. Olympus to decide the affairs of government.	Twelve Aesir sat in Odin's council hall to deliberate over the wisest measures for the government of the world and men.	
Golden Age	Period of idyllic happiness amid over-flowering groves and under balmy skies.	Time when peace and happiness flourished on earth and when evil was yet unknown.	
Creation of Man	Modelled their first images of clay (Prometheus, Epimetheus, and Minerva).	Modelled their first images of wood (Odin, Vili and Ve).	
Jupiter vs. Odin	Jupiter: majestic, middle aged, divine progenitor of royal races; brandishes thunderbolts. Jupiter has a multitude of names. Jupiter frequently visited the earth in disguise to judge the hospitable intentions of mankind. Ex. Philemon and Baucis.	Odin: majestic, middle aged. Divine progenitor of royal races. Thor uses the hammer freely when warring against the giants. Odin's invincible spear, Gungner, was terror-inspiring. The same with Odin. Earth visited for same purpose. Ex.: Geirrod and Agnar.	Those showing themselves humanly inclined were richly rewarded. The punishment was carefully meted out to the offender.
Rivalry	Musical rivalry of Apollo and Marsyas. Contest between Minerva and Arachne.	Contest between Odin and Vafth. Odin, too, god of eloquence and poetry, and could win all hearts to him by means of his divine voice.	
Spreading wisdom	Mercury taught mortals the alphabet.	Taught mortals the use of runes.	
Particular incidents in Myths Compared	Proserpine and Adonis. When Proserpine and Adonis have gone, the earth (Ceres or Venus) bitterly mourns their absence and refuses all consolation. It is only when they return from their exile that she casts off her mourning garments and gloom and again decks herself in her jewels. Clio, the muse of history, whom Apollo sought by the inspiring fount of Helicon. Hercules noted for physical	The disappearance of Odin, the sun or summer and the consequent dissolution of Frigga, is similar version. Frigga and Freya bewail the absence of their husbands, Odin and Odur, and remain hard and cold until they return. Odin's wife, Saga, the goddess of history, who lingered by Sakvabek, the stream of time and events, taking note of all she saw. Strength of the unusual, attacking	

Greek	Norse	Common Theme
strength. Gave early proofs of vigor by strangling the serpent sent to slay him in his cradle, and delighted in attacking giants and monsters.	and conquering giants and monsters.	
Hercules became a woman and took to spinning to please Omphale, the Lydian queen.	Thor assumed a woman's garb to visit Thrym in order to recover the hammer his principal attribute; for it was used for many sacred purposes. It consecrated the funeral pyre and the marriage rite, and the boundary stakes driven in by this hammer were considered sacred.	
The Hermae, or statues of Mercury, were considered sacred. Their removal meant death.	Thor's wife, Sif, with her luxuriant hair is an emblem of its rich vegetation. Loki's theft of these tresses.	
Pluto's rape of Proserpine.	Nifl-heim	
Hades. Persephone in Hades to recover the hair. Loki must seek dwarfs in the low passes of the underworld.	To recover the hair. Loki must seek dwarfs in the low passages of the underworld.	
The gad fly hinders Jupiter from recovering possession of Io after Mercury has slain Argus.	Gad fly stings Brock to prevent the manufacture of the magic ring (Sif's tresses—fruit of the earth) to torment the dwarf during the manufacture of Frey's golden bristled boar and prevents perfect formation of Thor's hammer.	
Apollo's golden sun chariot.	Magic ship Skidbladnir, made by dwarfs, was large enough to accommodate all the gods.	
Swift sailing Argo was the personification of clouds, bore all the Greek heroes to the distant land of Colchis.	Thor's voracious appetite at Thrym's wedding feast.	
Mercury's first meal said to have been two oxen.	Idun borne away by a cruel ice giant, Thiasse.	
Adonis and Persephone or Eurydice are a fair personification of spring.	Idun detained for a long time in Jotunheim (Hades) She forgets all her merry playful ways and becomes mournful and pale. She cannot return to Asgard. Loki (South Wind) changes her to a nut, effects her escape.	
Boar which slew Adonis the kidnaper of Proserpine or the poisonous serpent which bit Eurydice.		
Hades: Proserpine and Adonis escorted back to earth by Mercury (god of the wind) or of Eurydice lured out of Hades by the sweet sounds of Orpheus' harp, which was symbolical of the sighing winds.	Through Loki, evil entered the Northland.	
Prometheus' gift of fire brought evil.	Freya's tears turned to gold when Odur leaves her.	
Venus' tears changed to anemones when Adonis leaves her. Tears of Heliades, mourning for Phaeton, harden to amber.	Frigga embodies the same attributes.	
Juno: personification of the atmosphere, the patroness of marriage, of connubial and motherly		

	Greek	Norse	Common Theme
	love and the goddess of childbirth. She is beautiful and stately, rejoicing in her adornments. Iris.	Represented the same. Gna and her fleetness in dispatching her mistress' will.	
	Persephone could issue out of Hades, if she had partaken of no food. Proserpine ate the pomegranate seeds and was detained underground and the earth (Ceres) must mourn her absence.	The northern god of summer could be released from Nifl-heim, if all animate and inanimate objects shed tears. The trifling refusal of Thok to shed a single tear detained Balder underground and the earth (Frigga) must continue to mourn her absence.	

In the light of the foregoing facts, our next step is to consider the use of these myths for children. Certainly all the Greek myths are not suitable as they stand in the original, nor are the ones we would select. Which, then, of these myths are most appropriate for children? and where shall we get suitable versions of them?

An attempt is made below to answer these queries. It is to be understood, however, that to enlarge our conception of the Greek myths, we as teachers must repair to Ovid and imbibe the fresh atmosphere and inherent beauty therefrom before we proceed to such representative adaptations as Hawthorne, Peabody or Palmer. It is indeed well to return, after reading the story in these books, to Ovid for a second perusal. Some of the myths have been selected from those considered suitable, with reasons given for the choice of authors. Chimera (Ovid and Hawthorne) is well told by Hawthorne. The pictures are vivid. It is an adventure story and therefore grips the child from the start by the search of Pegasus without giving any reason. There is mystery about the fountain. The innocence; simplicity and inspiration of the little child; the mutual and sympathetic understanding between Bellerophon and the child; Bellerophon's companionship with the horse; are all very tender and beautiful and are sources of interest and enjoyment for children. There is suspense in the combat with the Chimera. It has a satisfying ending.

Philemon and Baucis (Hawthorne) is wholesome and inspiring for children. The life and thoughts of this honorable old couple approach the ideal; the pleasing description of their beautiful hospitality; the mystery of the miraculous pitcher; the description of the queer shoes and staff and its pranks; the transformation of the hut into a castle; the power of speech given to inanimate objects (trees talking), are all in the child's realm. Poetic justice is not overlooked.

"Pomegranate Seeds" (Hawthorne) is exquisite in deep symbolical meaning. It appeals to the

child's imagination and emotion; holds him in suspense and does not ignore poetic justice.

"Echo" (Kupfer) is interestingly told. The reverberations as brought out in the story are pleasing to children. Poetic justice metes out due punishment to the offender.

"Phaeton" (Peabody) is swift moving. It creates vivid pictures such as the brilliant and dazzling palace of Phoebus. The element of suspense is prevalent. Poetic justice plays her role.

"Arachne" (Peabody) prepares the child's mind for the story of Arachne by citing classic incidents of like complexion. The surprise confronted in finding Athena in disguise heightens the child's interest. The period during the competition is one of extreme intensity. The scene is so vivid that one fairly sees and hears the busy shuttles. Poetic justice is evident.

Midas, The Golden Touch (Hawthorne) is very enjoyable reading for children. They like the imaginary name Marigold and its oddity. It sort of strikes the keynote and fills their minds with wonderment as to what is to be disclosed. Certain parts which appeal to children are the father's devotion to his daughter, despite his passion for gold; the mysterious appearance of the stranger and his magic power; the supernatural quality of the river; Marigold's affection for her father; and Hawthorne's reference to telling the story to Marigold's children. The last named item in its life-likeness and reality, from the child's point of view, seems to lend a delightful finishing touch to the story.

"The Magic Apples" (Brown) is well told. It has a good plot and is graphic. It has swift movement and thrilling parts, such as the race between Thiasse and Loki. There are moments of suspense. The words are well chosen.

"The Dwarfs' Gifts" (Brown) is written in direct discourse. It embraces interesting incidents and characters. The plot is skillfully unravelled. It plays with the reader's sympathies and has a satisfying ending. The magic is pleasing to children, as

it is rather varied and more realistic than that of fairy tales. The interesting details of the manufacturing of the magic holds the child, as it is quite in contrast to the way it is accomplished in fairy-land. Poetic justice.

"The Quest of the Hammer" (Brown) is well told. It plays on the imagination. The use of the falcon dress lends novelty. There are very interesting descriptive and humorous incidents in the story. The details add to a child's story; e. g., the different kings (copper, tin, etc.). Loki's good nature is exposed. He is accused but innocent. In spite of accusation, he faces obstacles in order to clear the difficulty. Poetic justice is brought out.

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(Continued from page 16)

The nutrition of the pupils, especially those in the Elementary Schools, is of more importance, than anything else, and while it depends on other factors besides feeding, this is, of course, pre-eminent. It is therefore, important that the school lunch, both in content and service, should be all that is essential, and that it should serve as an object lesson in both hygiene and sanitation. In cold weather, the hot lunch is necessary. Many schools, perhaps can take care of this through their well managed cafeterias, but where there is no cafeteria, the problem of having the hot lunch must be solved by the teacher, in accordance with existing conditions. The resourceful teacher can find or will make a way out of difficulties. All School health work goes best under expert supervision, and where it is possible, county or district supervision should be secured.

A school health director will be able to develop a county wide health program, obtain available assistance from state or local authorities, interest parents, physicians and dentists, look after sanitary conditions, and instruct and direct teachers in their work of stimulating health habits and imparting health information.

Finally, the health program for Elementary schools must recognize health not as something

apart, not as something away off; but as a condition and a process to be lived. The school must live and practice its health teaching; it should make health an art, and a fine art at that—something worth while, not merely for what may come of it, but also as worthwhile in itself.

We fall short of perfect results in our teaching of the three R's, and we need not therefore be discouraged if in our health work we do not attain all that we hope for, but if the physical handicaps of one child are lessened, or the sum of this energy for work and for the enjoyment of life is increased, it is worth while, even if the ninety and nine are apparently not any better for our efforts. It is possible for a school to meet all the requirements in the points that I have mentioned and yet be ignorant or careless as to methods of instruction that foster health.

The demands of instruction should be fitted first of all, to the child's innate ability, stage of development and condition of health; work and rest should be alternated in order to avoid injury from over fatigue.

The question of home study is involved in the matter of health education to a greater extent than many teachers appreciate. It is doubtful if any home study at all should be exacted of pupils in the elementary grades; and certainly the character of the home should always be considered. In the case of the poor, where home conditions make hygiene study impossible, or where so much work must be done by the pupils that there is no time for study, the assignment of home tasks should be altogether condemned.

Teachers should be careful that they do not impose tasks that cause worry, mental strain and tension in the study of any subject; long periods of play and of physical training should prevent or lessen these enemies of sound physical health.

Schools are moving rapidly in this direction. Play is by far the most important subject in the Elementary school curriculum. Teachers should guard the playground time as jealously as they insist upon full time for Arithmetic and Grammar. The forty minutes a day spent in vigorous play must not be regarded as mere relaxation, but as the fundamental basis of sound child health.

The old fashioned desks and seats which filled the entire room and confined the pupils in a doubled up position all day are happily being superseded by movable chairs, that permit greater bodily freedom. This is a long step in the principles of Elementary health instruction. With this movable furniture it is possible to make programs and to use methods of instruction that stimulate sufficient bodily activity on the part of the pupil.

Note: Mrs. Lily Carmichael-Evans is Principal, Elementary Dept., Washington School, Miami, Fla.

Economic and Social Forces that Tend toward Disorganization of the Country Home

*Laura R. Daly

Please believe first, that I am no authority on this subject, that I have made neither a special study nor a survey, but rather these are the views of a casual observer, a sort of innocent bystander. These observations are the result of daily contact with rural folk, the country folks, people who farm for a living and I sometimes think they live to farm. These are observations, and experiences gained not at long distance, not from the roadside, but in the homes back where "highways never ran," back on their native heath, you may say. If I appear to deal much with personalities, it's because I think the cases typical, and believe that no study is more interesting than that of people.

Home ownership, home improvement, home beautification, have been thoroughly discussed these past few days, but maintaining the home, keeping the home fires burning and the home organization intact, is what we find on the other side of the shield. The subject presupposes disintegration of the rural home with social and economic causes. The pronounced shift of the farm population from South to North, from country to city, and the increasing drift of the farm boys and girls to the city and to occupations other than farming would warrant this assumption.

You will admit that comfortable looking, well built, painted, roomy houses in the country, for our people are the exception rather than the rule. That one sees most often the shack, one room and lean to, or the double pen house, with a little make believe porch, wooden blinds, instead of glass windows, a block for steps, and a paling fence drawn up tightly to keep the little house from running away. The inside is unceiled, with the exposed rafters covered with fancy cut newspapers, the walls plastered with newspapers, magazines, and circus posters, the floors are rough, open and bare, and the woman of the house preparing the family's meals in the most primitive manner, down on the fire heart. I have seen a woman canning fruit in a skillet in the fire place. Not only is food cooked this way, but often the only light at night is furnished by this open fire. There are a few chairs and if the family is large, as it's likely to be, there will be an improvised bench or two. I say if the family is large, because one must not judge the size of the family by the size of the house the family lives in. They are often incomparable.

If there is a stove room, as it's termed in our vernacular, there will probably be a bed in there, too, and the stove itself will be so tiny as to make one think it a toy. The oven door is sure to be propped up with a stick of wood, or the door to the fire

box broken off with the wood projecting, for it is almost never cut to fit the stove. The stove pipe is frequently stuck through a hole in the side wall with an old zinc bucket covering the end. Upon one occasion, we had to stop caning at intervals to put out the fire that caught the house from the stove pipe.

There is a noticeable absence of cooking utensils, a skillet, an iron pot, a biscuit pan and the ever present frying pan is the usual outfit. Lard buckets are used to cook in, milk in, wash dishes in, take baths in.

The family doesn't always sit at the table for their meals. His Highness is served first, the children eat from coffee cans or pans on the floor, while the mother takes a plate or pan and sits on the door steps or porch. Perhaps you have seen her as you have driven by, eating with a big spoon or knife or most likely with just her fingers. The food tastes better when eaten that way, I am told.

The diet in the main consists of pork meat—fried—corn bread and molasses, with something boiled occasionally.

Water is obtained from the neighbors' well, the spring, the ditch or from a well in the field which may be without curb or windlass. It's a common sight to see women and children with buckets of water on their heads, bringing in the night's supply. One never sees a man bringing water.

The family's washing is still being done down at the spring. Water in the kitchen was the one thing that caused Daisy, one of our most promising 4-H girls to decide to stay on in Birmingham. Mrs. Taylor's daughter writes from Cincinnati, "You may do as you please with my share of the land. I don't intend to live there any more." Her father owns 500 acres of good Macon County land, too, but he isn't so keen on this better homes and education business. He'd rather talk about "When I was chile-lun" and decry the young people of these days. There are ten children in the family but only the two younger boys are home and when we give a cooking demonstration at this home, as we plan to do soon, we shall have to take a stove along.

There is drudgery, toil and inconveniences for the farm woman. She works in the field, cares for the garden, cows, chickens and children, cooks and washes, brings the water and the wood. Most men are strong on conservation of our forests. Often they haul old water soaked logs and green pine which they cut most sparingly. They never have time to saw up a big pile of wood so that it could be used freely when needed. It is the lack of the simple conveniences, not the big things like telephones, running water, automobiles, phonographs,

and radios, but the need of the little comforts that go to make up our present day civilization that tends toward disorganization of the rural home.

There is rarely a fair distribution of the income but an overbalance of work in the rural home. Much of the farming is done by the women and children, some of the plowing and planting, most of the chopping and picking. The wife often must carry the lead row, while the husband goes to town to attend to business. One of our demonstrators, the mother of nine children, has been the main plow hand, but she is "sorter down in the back now." She tells me the agent was so indiscreet as to advise a club woman to stay out of the field since she wasn't so well. Her husband wanted to know "Who's going to help me feed her if she don't work in the field?"

Few of the farm women have any money all their own, and some can't even lay claim to the butter and egg money. Brother Rogers goes to town every Saturday to take milk and butter to sell. Sister Rogers hadn't been to town in seven years when I saw her last, nor does she know what becomes of the money which these commodities bring. Mrs. Williams, a champion turkey raiser, had to lend her old man her turkey money one year to pay his insurance, another year to pay rent. He always promised to pay back "next year." She knew that next year would never come. They have moved to Birmingham now.

Mothers often risk snake bite, poison ivy, red chiggers, by picking berries and plums and crying them in the streets to obtain money with which to buy the children's school clothing outfits. When a boy gets large enough to plow, his school days are limited. His father can't "spare him," not even ten days for a Short Course here at Tuskegee. The boy may continue his labor on the farm up to manhood with no reward other than his food, a pair of shoes and a suit of clothes once a year. We almost never find a boy a partner with his father in the farming business and rarely does the money belong to him that comes from the sale of some product or animal that he thought was his. There are instances where the women hesitate to assert their own individuality or make a decision. I am thinking of Mrs. Sizemore, who didn't dare to take the club meeting until she had asked her husband's permission, and it often happens that some one else also influences the man for home betterment, other than the wife, hence, the Home Demonstration Agent.

Perhaps it's the isolation of some families that makes for discontent and unrest. There are folks who have no contact with the outside world except for an occasional trip to a nearby town. They don't take a newspaper or farm magazine and we have come across folk on several occasions who did not know how mail would reach them.

One way of getting out from home to church, town, or turnspike is by mule back. The women have to resort to it sometimes as it is the only way

out. Just the other day a good woman remarked that she didn't go anywhere now because walking was hard on her and there was neither a buggy nor car on the place. They owned 600 acres of land, though.

Somebody suggested that a safe plank for a political party would be "More Fun for Farmers." There is an absence of social and recreational facilities in our farming communities. Log rollings, corn shuckings, singing bees, and quilting parties have lost their popularity. One would hardly find two homes in any community that provide means of recreation, fun, or good times for the young people. There are comparatively few ball teams, community sings, fish fries, straw rides, water melon cuttings, moon light picnics, and such forms of enjoyment, that tend toward the enrichment of country life. There are, though, society meetings, associations, conventions and revivals, and burials.

We find many of our homes provided with phonographs, but even these are for the enjoyment of the older people, judging from the number of records they have of hardboiled sermons and camp meeting songs. I suppose, though, that the young folks do get a sort of kick out of these terrible blues which Mayme Smith sings in which she begs the judge to send her husband to the electric chair.

Many of our farming folks appear to be wanting in civic pride and public spiritedness. It is difficult to get them to take concerted action on any project, or to pool their interest, even for their own good and convenience. I know of a community that is practically inaccessible because the men won't come together and work the road and build a bridge. We agree with the one who says that if we want a more stable, satisfying country life, there must be a decided improvement in Negro homes.

One is almost tempted to say that the rural church contributes to the delinquency of the country home. The meetings are infrequent, sermons often lacking in inspiration. The buildings are cold, poorly lighted, not ventilated and uncomfortable generally.

And the brethren are usually over-zealous in preserving the traditions of their denominations and will brook no intrusions or interferences from those who come with new fangled ideas. A case in point—the demonstration agents, cooperating with the home demonstration club in one of the communities, fitted up a comfortable sitting room in one of the churches. They made all of the furniture and rugs, stencilled the curtains, framed appropriate pictures, and built a dandy kiddie coop so that the mothers could rest their babies after coming a long distance, but the brethren would have none of it. The church is no place for a baby bed, they said. Now what would you do with a case like that?

Because of inadequate buildings, short school terms, inefficient teachers, many people bring their children to town each day in cars. Others do as the

(Continued on page 28)

The Place of the School in a Ten Year Program of Business

By John W. Davis, President
The West Virginia Collegiate Institute

I can hardly hope to speak this morning so as to please all of the educators. Education is constantly changing with life. Its business is to help men and women to become adjusted to their worlds. Business is a vocation in which thousands find employment and by which many more thousands are influenced. It is necessary for us to consider very definitely ways and means which will give us largest returns from our efforts in this branch of industry.

There are certain definite suggestions which I wish to make on the schools' part in any program of Negro business. These suggestions will be set forth in summarized form. At once it will be clear that I am not attempting to leave the idea that statements now given make up the last word on this important subject. I realize fully that laws of coherence, unity and repetition in speaking and writing are broken in the way the suggestions are made. They are:

1.

Education for Educations sake in its purest interpretation hardly represents the ideal for Educational procedure for the Negro today. His economic, social and political situation calls for a philosophy of education that is purposeful, definite and objective. It must point to his social, mental and spiritual rehabilitation through a better economic status. Business consideration is included in this philosophy.

As a functional aspect of our school programs, Education must more and more be looked upon as guided growth. Thrift programs should be an important consideration in every kindergarten and elementary school in which Negroes form the majority of the pupils. Our colleges might to advantage establish credit unions as co-operative banking schemes. Projects to make practical, ideas of "cooperation," "collected dollar," "pooling of interests and collective bargaining" should have a place in all of our school programs.

2.

The day should be far spent with us which classifies as Educators only those persons who are actively engaged in school work. Our business men then must be a part of the extension faculty of Negro schools and colleges.

3.

Persons promoting the Education of the Negro have lost, in the past, golden opportunities to further the cause of Education by not utilizing agencies and organizations outside of Educational institutions. Too much emphasis has been placed upon "going to school" and not enough on "the school go-

ing to the people." This brand of educational selfishness can not exist in the future to advantage.

4.

The world is our largest laboratory. All men who have made contributions had their theories tested in this laboratory. Schools which operate in the world with little thought of it as a laboratory generally release to society misfit men and women.

5.

All middles, imaginary or otherwise presuppose the existence of ends which the middles either hold together or support. A strong well-paid, well-fed, well-housed middle-class group of Negroes is essential to our racial perpetuity. It is a function of Education to re-direct racial thinking so as to prevent the Negro from becoming a pauper and public charge or from returning to a state of chattel slavery. 62% of the occupations commanding fairly high wages show a negligible enrollment of Negroes. This factor is important from a standpoint of business on the one hand and life of the Negro on the other.

6.

Our Education of the future must insist upon the Negro of overalls and the Negro of the white-collar being on speaking terms. The two must think of being mutually inter-dependent for the sake of race.

7.

The enthronement of dignity in work and labor is essential to the cultural advancement of our race.

8.

Vocational Education, vocational guidance and a re-vamped plan of Education through apprenticeship must now be in the active program of all of our schools.

9.

Health and Hygiene, as well as morals and manners are regarded as necessary courses in the curricula of our schools. There must be the business of right acting and living as supporting factors for every phase of our life.

10.

For purposes of wider range of academic choice and for creative utilization we must have a larger number of research men and scholars. Research men are necessary to business success.

11.

We shall never create or live pleasantly in leisure so long as our creative energies are absorbed in a quantitative service which must be rendered in S. O. S. style. Pauperism in this technical or professional service group is our hold-back. More workers here of the specialized kind will guarantee opportunity for creative work.

(Note: This address was delivered before Delegates and Members of the National Negro Business League in New York City on August 15th, 1928.)

(Continued on page 29)

AMONG OUR READERS

Heartiest congratulations on The Bulletin of the National Association of Teachers in Colored Schools. It is an admirable piece of journalism. Every colored teacher in the nation should belong to your great organization and thus contribute toward the purpose of a fair start in life for every Negro boy and girl.

Very cordially yours,
Joy Elmer Morgan, Editor.
Office of the N. E. A. Journal,
Washington, D. C.

I wish to congratulate you upon The Bulletin which we have just received. This issue is one of the best we have had.

W. J. Hale,
Chairman Executive Committee, N. A. T. C. S.

I am subscribing again to The Bulletin because I like the magazine. I am sure it must wield a powerful influence over those away from libraries and educational centers—and, of course, upon those who have these advantages.

Olive Davis Streater,
Bluefield, West Va.

Thanks for the Bulletins you have sent me. I have enjoyed almost every page of it but must confess that your resume of the annual meeting in Charleston is the most pleasing one of its kind I have ever read. If it was really as enjoyable and profitable as your article makes it appear, me for your next annual meeting, even if it is in Timbuctoo.

M. Y. Rose, Chicago.

THE NEW YORK PUBLIC LIBRARY

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Office of the Director.
476 Fifth Avenue.

Please accept our thanks for the copies of The Bulletin of the National Association of Teachers in Colored Schools, which you so kindly sent us. We are very glad indeed to have these issues and appreciate your courtesy in forwarding us copies.

We still lack the issues in vols. 1 to 5, and vol. 6, nos. 2, 4, 5, 7 and 8. If you have at your disposal copies of these numbers will you not send them to us? In your letter of August 31 you promised to let us have vol. 6, no 2, but we have not yet had this number. We are anxious to have on our shelves for preservation a complete file of The Bulletin, and shall greatly appreciate any courtesy you may extend to us.

E. H. Anderson, Director.

KENNEDY SCHOOL OF MISSIONS

Would you be so kind as to send me a sample copy of your monthly bulletin? I am an American Missionary from Africa, interested in knowing the best that is being done in our American Negro schools. It is my thought that your bulletin might be of service by giving valuable suggestions that would apply to native village schools in Africa.

Thanking you, I am,

Very cordially yours,
R. F. Wagner.

I want to sincerely congratulate you upon the real success you have brought to our organization through the Bulletin. Yes, we clasped hands with the determination to do this work and it has been done. I am going to stand right by you. For four years it has been necessary for me to labor rather sparingly, but my burden is lighter now and I can do more. I shall do all I possibly can to push our program.

I shall work hard on the securing of memberships. I have just read a letter from the President, which enclosed copy of the letter from Mr. Favrot. We just must get busy—that is all.

Mary McLeod Bethune.

STATE OF WEST VIRGINIA, DEPARTMENT OF EDUCATION

Charleston

November 24, 1928.

I certainly appreciate the kind words you said about me in the recent issue of the Bulletin. I do not know that I deserve such generous praise, but as you know it always has been and still is my earnest desire to do anything possible to further the interests of the National Association.

Wm. W. Sanders,
State Supervisor of Negro Schools.

I want to congratulate you on the very well written article entitled The Twenty-Fifth Anniversary of the National Association of Teachers in Colored Schools. You show a journalistic tendency there that is refreshing.

Jesse O. Thomas,
Field Director, National Urban League.

(Continued from page 14)

stitute, Treasurer; H. L. Dickason, Bluefield Institute, Historian.

The Board of Directors elected is as follows: S. H. Guss, W. W. Sanders, A. W. Curtis, Georgia Scott-Colley, Effie B. Carter, Clyde Johnson, J. M. Belcher, Jas. L. Hill, H. W. Dandridge.

Several speakers of note gave instructive talks in the general sessions. Rev. Z. B. Edworthy, Director of Leadership and Young People's Work, W. Va. Council of Religious Education made an address on "Education and Religion"; Dr. R. H. Hayden, Director of the Division of Child Hygiene, State Department of Health spoke on "The Health of the School Child" DeHart Hubbard, Cincinnati, Ohio, the race's foremost athlete on the cinder path and high jump, gave an inspiring talk on the value of athletics to the youth of today. Prof. LeRoy S. Hart, Director of Department of Education, Bluefield Institute, addressed the association on "What About the Modern Teacher?" Dr. L. J. Corbly, Marshall College, Huntington, one of the States white institutions, gave a scholarly treatise of the subject, "Some Serious Gaps in Our Curricula." Mr. T. K. Gibson, President of the Supreme Life and Casualty Company, one of the leading Negro insurances in this section, spoke on Negro business and urged the training of the Negro youth along this particular line.

A Round Table Discussion of class room and educational problems in general, was effectively conducted by President John W. Davis, West Virginia Collegiate Institute. Sectional meetings were a special feature of the association's program. In these meetings the teachers gave many practical talks on their every day problems in the school room.

(Continued from page 25)

Madisons did—rented a little house in town where mother and children stayed so that they could have the advantages of the city schools, going out home week ends; others pack up bag and baggage and move to town. A once promising farmer I knew now lives in town but goes to the country to sell life insurance to his former colleagues.

Poor schools, poor churches, poorer homes, and an impoverished community life—these tend to disorganize the rural home.

Note: Mrs. Laura R. Daly is Home Demonstration Agent, Macon County, Ala.

BOOK REVIEW

By R. B. Eleazer, 409 Palmer Bldg., Atlanta, Ga.

In the preparation of this monumental volume, Prof. Monroe N. Work, head of the Department of Records of Tuskegee Institute, has produced for the first time an accurate and comprehensive bibliography of literature relating to Negroes. When one contemplates the 698 crowded pages of this volume, averaging twenty-five entries to the page, it is difficult to credit the statement in the introduction, which is by Dr. Anson Phelps Stokes, that "the author has not tried to include all known printed works on the subjects named; but, indeed, has eliminated more titles than he has included." One could readily believe that the 17,000 references contained in the volume would be quite exhaustive. Certainly they are sufficient for all practical purposes.

The author has been busy with the project since 1912 and in its preparation has visited not only the great libraries of America, but also those of England and the European continent. The project was sponsored by the Carnegie Corporation and the Phelps Stokes Fund, and in carrying it out the author had the advice of many eminent authorities in America, Europe and Africa.

The book has three sections, dealing respectively with the Negro in Africa, in the colonies and the United States, and in the West Indies and Latin America. An indication of its completeness is seen in the fact that section two deals with no less than forty-eight distinct topics, requiring 400 pages for the mere listing of titles. A well arranged table of contents and an index of authors makes it easy to find ones way about.

A bibliography is not expected to be a popular volume; but in view of the present wide prevalence of interest in the interracial situation in America, this particular volume should find a place in every well appointed library.

SUBSCRIBE

FOR

THE BULLETIN

(Continued from page 26)

12.

So-called standardization in our school procedure must mean only educational clearance for work and service. It must never mean the removal of the school from the sphere or condition of those needing the service. Our business condition demands that the schools give elemental consideration to it.

13.

We urgently need today hundreds of trained workers in all activities and vocations of life. The need is nowhere more glaring than in our farm and rural life.

14.

It is to our economic betterment to encourage Negroes in this day to get possession of land. Farming holds out to them an opportunity in production and in living a high degree of independence. Farming and a firmer hold in industry and business are keys to the day of better things for us in this country and in the world.

15.

The social and business side of the Negro's religion needs cultivation. Emphasis on his physical and material rehabilitation and resuscitation must be taught concurrently with soul enlargement.

In these considerations the school will find a most important place in a ten-year program of Negro Business. A magazine of Negro Business, sponsored by the National Negro Business League would assist the schools materially in their task.

(Continued from page 7)

they are doing throughout the South. They are chains in the great educational link. In proportion as they make progress and sell the idea of organization to the masses of Negro teachers, in like proportion will the N. A. T. C. S. prosper and wax strong. Much of the N. A. T. C. S. program of necessity must be affected as the result of cooperation with leaders directly in touch with local situations

Visits and Addresses

During the past year I had the pleasure of addressing several state teachers associations and of bringing them greetings from the national body. Especially do I recall with pleasure and hope the meeting of the Mississippi Teachers at Natchez; the meeting of the South Carolina teachers; the meeting of the Kentucky Negro Educational Association at Louisville; and the meeting of the Fact Finding Conference, in Durham, North Carolina.

As your official representative I addressed the graduate students in Teachers' College, Columbia University, on the "Progress and Program of the N. A. T. C. S." in March. In June, I was invited to bring greetings and to address the National Education Association in session in Minneapolis, Minnesota, as the standard bearer of the N. A. T. C. S. In both places your cause was well received and seriously considered.



Rosenwald School, S. C.

TALLADEGA COLLEGE

TALLADEGA, ALABAMA

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*Official Organ of the National Association of Teachers
in Colored Schools*

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NUMBER III



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ANNUAL MEETING OF THE N. A. T. C. S., JACKSON, MISSISSIPPI,
JULY 24, 25, 26, 27, 1929

THE BULLETIN

VOL. IX

JANUARY, 1929

NUMBER III

TABLE OF CONTENTS

	Page
A Plan for Co-ordinating the Activities of a Teacher-Training Curriculum, Miles W. Connor	5
Parent-Teacher Associations and What They Mean to Louisiana Schools, Mrs. M. Nance Ringgold	7
Industrial Arts in the Primary Group of Rural Schools, W. A. Whiting.....	8
Supervision, W. A. Whiting.....	10
Shall We Poison George, J. H. Dillard.....	12
The Clock Strikes Twelve, J. C. Wright.....	12
Education and the Art of Living, M. Jane Tiliar.....	13
Crowning Twenty-Five Years, G. Lake Imes.....	15
Editors' Page	17
The Teachers' Part in the School Health Program.....	18
Joseph J. Rhoads, Educator, James Carroll McCoy.....	20

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THE BULLETIN

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A Plan for Co-ordinating the Activities of a Teacher-Training Curriculum

*Miles W. Connor

It is generally agreed that any program designed for the training of teachers must include: (1), a body of principles and methods which form the basis of the teaching procedure; (2), a series of lessons in which these principles and methods are demonstrated by expert teachers; (3), a period of participation and practice in which the teachers in training, under the supervision of a master teacher, engage in the teaching acts, basing the work upon the procedure and methods studied and observed.

This three fold phase of activity, however, may easily lend itself to a kind of isolation which is at once harmful, wasteful and unjustifiable, for when the work in theory, demonstration and supervised student-teaching is carried on by different teachers and in so-called different "departments," there often grows up such a feeling of separateness among these departments that neither the teacher nor students are conscious of the unity of the situation. One of the problems of normal school administration is that of organizing and executing the curriculum in such a way that there shall be the closest co-ordination among these activities and that both students and teachers shall see them only as necessary parts of one great whole.

The Supplement to the Carnegie Bulletin No. 14 says that the organization of a teachers college should represent a thorough-going integration of all courses around the actual work of teaching as a center. To this end, the training department and all courses in the institution should be correlated as closely as possible with the work in observation and practice teaching.

The eighteenth proposal of the Missouri Survey Committee reads as follows: 'Each prescribed professional curriculum should have in view the symmetrical development of an individual's knowledge and skill as required for an analyzed purpose. It is not a mere series of independent courses juxtaposed by title. It is rather one complex, carefully devised tool operated by different instructors to a common end. Its success depends upon the extent to which these instructors, by constant study, conference and mutual criticism learn to reinforce and supplement each other in the content of their teaching.'

Editor's Note: Miles W. Connor is Principal of Coppin Normal School in Baltimore, Maryland.

(1)

Dr. Armentrout says: "close relationship and co-operation must exist between content and theory courses and the work of the training school if there is to be a clear realization of theory through its practical application."

(2)

Pryor asserts that the necessary step after careful reorganization of the curriculum would be to break down partly, and in the end entirely, the boundaries between the different courses and to emphasize in each the particular part it should play in the training of teachers.

(3)

Dr. Garrison concludes (1), that the teacher-training work of our Teachers Colleges is largely a double track system, (2), that the double track system should be eliminated by having the college teaching staff and the training staff cooperate in working out a unified teacher-training program for each professional curricula and in carrying out and improving such programs.

1. Armentrout, J. W.—The Conduct of Student Teaching.

2. Pryor, H. C.—Graded Units in Student Teaching.

3. Garrison, N. L.—Status and Work of the Training Supervisor.

In order to secure desirable coordination, many plans have been tried at different times and in different places, but until some means of measuring the results of these plans have been devised and sufficient comparisons made from which valid generalizations can be drawn, it will be impossible to say which plan is best.

In the reorganization of the work of the Coppin Normal School, a definite attempt has been made to bring into close relationship the three types of activity mentioned above. The aim of this school is to train Colored teachers for the Kindergarten-Primary and Intermediate Grade work in Baltimore City.

Its staff consists of a principal, four theory teachers, one of whom is Supervisor of student-teaching, seven demonstration teachers, eight critic or practice teachers and special teachers in art, music and physical training. Both the demonstration and practice teachers were regular grade teachers in the elementary schools of the city, but because of their teaching excellencies were chosen by the administration to serve in the capacities mentioned. The schools in which the practice teachers work are located in different sections of the city and their classrooms are designated as practice centers.

The features in the plan of co-ordination are as follows:

1. The Supervisor of student-teaching conducts courses in the Normal School in Introduction to Teaching and Technique and Management, directs the Junior Participation and supervises the work of the practice centers. In this capacity she serves as a liason officer between the field and the Normal School.

2. The theory teachers visit the practice centers weekly for the purpose of checking up on their own work. The principal makes such adjustments in the teachers programs as are necessary to give opportunity for these visits. He also arranges the schedule of these visits so that they may be systematically carried out and he sends one such schedule to each theory and practice teacher. At the close of the visit the teacher is required to write out on a specially prepared report sheet the following:

1. Good Teaching Arts observed.
2. Poor Teaching Acts.
3. Suggestions for improvement.

One copy of this report is left with the student, one with the practice teacher and one filed in the principal's office.

3. The practice teachers visit the Normal School at the request of the theory teachers and discuss with various classes the material and method used in conducting the courses in the grades.

4. Semi-monthly conferences of practice students with theory teachers and supervisors are held at the Normal School. The purpose of these meetings is to discuss the problems which the students have met in their attempt to apply the theory they have studied. Prior to the meeting each student sends to the principal a list of these problems and the principal, with the aid of the supervisor of student-teaching assigns each problem to the teacher into whose department it may fall and this teacher leads the discussion. The students are advised to take notes and discuss them with their teacher when they return to the center.

5. Monthly conferences of theory, practice, demonstration teachers and supervisors of student-teaching are held at the Normal School. Topics relating to the specific local problems and to the work of teacher-training in general are discussed. Among the topics presented in this conference during the

year were the following: "The Psychological Objectives in Theory, Demonstration and Practice," led by the principal; "What the Practice Teachers Expect of the Theory Department," led by a practice teacher; "Cooperation Between Theory and Practice Teachers," led by a theory teacher; "What a Practice Center Should Do For A Normal School Student," led by Assistant Superintendent of Schools; "Evaluating Practice Teaching," led by the director of student-teaching; "Co-ordinating Teacher Training Activities," led by the director of student-teaching of the Towson State Normal School.

6. Meetings of the practice teachers with the principal, supervisor of practice are held each month. The purpose of these meetings is to discuss the problems relating to the work in the centers. Separate meetings are held with the teachers of the Kindergarten-Primary and Intermediate departments.

7. All demonstration lessons are arranged for as follows: each teacher sends to the principal a schedule of the observations she wishes her classes to make over a definite period of time. The principal and supervisor of student-teaching consult the demonstration teachers, arrange for the complete schedule and leave the theory and demonstration teachers to work out the methods of procedure in the presentation of the lesson. The supervisor, however, may often attend these demonstrations.

In summarizing the results of this plan at a recent meeting the teachers expressed the following observations:

1. A deeper consciousness on the part of the students that all the activities tend towards one end.

2. A greater desire on the part of the students to make good in the practice centers.

3. Much help gained by teachers through the interchange of visits. They better understand each other's point of view.

4. A more unified program of activities throughout all the practice centers.

5. A growing attitude of frankness, yet of good will among the teachers in the discussion of their problems.

6. A stronger feeling of professionalism among the entire staff.

7. An increased feeling on the part of theory, demonstration and practice teachers that the work of each is equally important in the training of young people, hence a stronger desire to cooperate.

The real worth of any innovation in a Normal School program lies in the amount of improvement in teaching skill and professional attitude shown by those who have been trained under this changed program. The scheme presented above has been in operation only one year, hence there has been no opportunity to evaluate the work of in-service teachers trained under the plan, but the above observations made by teachers and supervisors show the possibilities of such a plan in its reaction upon both students and teachers.

Parent-Teacher Associations, and What They Mean to Louisiana Schools

By Mrs. M. A. Nance Ringgold, State President Louisiana P. T. A.



Educational work in the state of Louisiana has made rapid strides during the last few years, but no movement in educational circles has meant more or secured better results than the understanding and co-operation that is being reached between parents and teachers.

No more does the parent visit the school room only when some misunderstanding or disagreement concerning the pupil's school activities has developed, but organized as we find them in many communities, they come for conferences, for exchange of ideas, to plan and to carry out projects for community improvements and in some places to carry out programs illustrating methods of development of pupil, school and community.

As to what force is behind these changed conditions: good thinking teachers in several communities decided to know their communities better. Surveys were made, community forces organized and though working as mother's clubs, school improvement associations and many different names, the purpose of each was for good will and understanding between

teacher and parent, for united effort to work for school and community improvement.

Louisiana has Parent-Teacher Association in many school communities and, a strong state organization that means much in the cementing of faith and understanding between teacher, parent and child. It meets as one of the departments in the State Association of Teachers. It cooperates in every possible way in the many projects put on by the state teacher organization.

The local organizations have worked earnestly. In one community the P. T. A. has added equipment to class rooms or to domestic science room. In another it has made war on tardiness, absences and other irregularities among pupils. In several communities the organization is co-operating in the drives for better health among parents and pupils; in others the conduct of the child is studied, methods of helping it worked out. For it is well known that where there is unity between parent and teacher there is surely such understanding that will allow for correction and helpful suggestion from parent or teacher to her child or to any mother's child. So that we have these organizations functioning in many different ways, but in each the good of the child is their goal. Here it is a neglected but deserving child who must be saved. There it is a hall, railway waiting room, neighbor's home that is not just what the child should frequent. Tactfully, quietly the P. T. A. works for, and generally, gets better results. And yet we are far, far from our goal. Our school and community needs are many. Our children are proud of the modern, well equipped buildings being given them but they need more. More buildings and playgrounds. More supervision, more library facilities, more trained teachers, more training for parents, more worthwhile entertainment. These needs are being met by the P. T. A. as fast as possible; still there is so much to be done. These children must be helped physically, mentally and morally. Their home life must be improved. Their health habits must be developed. Their religious habits must be rightly formed. They must be taught to want to read good literature. To know the dignity of honest skillful labor.

As in our N. A. T. C. S., so in all our organizations, let our most important asset, The Child, be the pivot around which all our activities hinge. It is safe to say that no two agencies have greater concern for it than the teacher and the parent. Working in understanding and with unity of purpose can we doubt the ability of the Parent-teacher effort in the development of all that is worth while in the child?

Industrial Arts in the Primary Group of Rural Schools

The Industrial Arts activities are designed to involve the proper conceptions of home and community life in rural districts and the idea of interdependence of peoples.

Much will hinge upon the initiative and resourcefulness of the teacher as well as her ability to enlist the cooperation of the patrons—for it is not an uncommon thing to find the kitchens of the rural homes open to cookery classes in neighboring schools. Then, why not capitalize this civic attitude by the use of other farm equipment for making concrete and practical the activities so necessary to rural life and comfort.

It does seem that Industrial Arts, if rightly interpreted, is a big solution of the peculiar administrative problems of the ungraded schools, for Industrial Arts is not to be looked upon as a detailed subject, but as a representative of important activities and problems of life which bring in most of the other subjects—in brief—it lends itself to the project curriculum so much advocated for rural schools.

The rural children need much group (socialized) experiences; they need play; they need to dramatize to help compensate for their monotonous, impoverished and isolated lives. Then what could be more sound than to direct their natural tendencies toward inquiry and action by bringing about situations which will give them correct notions of family and community life and needs (food, shelter, clothing, etc.) through play. Let them play housekeeping with their doll families. In pleasant weather these children should be allowed to play out of doors. The teacher, though busy with her other classes could give an occasional glance through the window or they might be chaperoned by an older pupil.

The following is a tentative curriculum for the primary group (1st, 2nd and 3rd grades) of rural schools with Industrial Arts as the core from which arises the subject matter prescribed by the Alabama course of Study. Thus, through Industrial Arts, better standards of living are taught; the children's school, home and community life is made richer and more meaningful and they are given a more appreciative regard for the world at large.

Project: Making a Play Rural Village

(Units of Study and Related Subject Matter)

1. Discussion and organization of school into a village with specific duties and responsibilities assigned to each for the good of the social whole.
2. Excursions to a near by village; clay bank, cotton gin, store, etc., according to interests.
3. Discussion and plans for a play village.
4. Construction and proper placing of houses, wells, outhouses.

5. Furnishing the houses (Furniture, utensils, tools, machinery, records.)
6. Laying off the garden.
7. Making the farm animals, the poultry.
8. Constructing the store, the bank, the post office, the courthouse, the churches, etc., for village.
9. Making and dressing the families for the homes.
10. Representative Play (imitation of elders)); Dramatic Play (depicting experiences of the past on making story plays); Play and Games (Kite-flying, jumping rope, etc.)
11. Creative attempts. Ex. pottery.
12. Reading, Writing, Language, Number, Social Science.

Related
Subject
Matter

(History, Geography, Nature Study,
Civics, Hygiene, Morals and Man-
ners).

Suggestions for Several Activities Listed Above

The Toy Village

During this activity the pupils discuss their community, its early history; what the people do for a living; their needs (food, shelter, clothing) supplied without going outside; what things they send for from other places. Let them make charts showing these things. Let them also show graphically (chart etc.) in what ways they serve other communities; the agents for public service in the community; modes of communication; comparison with community life of the past.

Building the Houses

Have class excursions to a house in the process of construction; a carpenter shop, lumber yard, saw mill, brick yard, stone quarry if possible. Have pictures of these things.

Have pupils depict (construct) a lumber camp on the sand table. Let them draw or make charts of the products of lumber.

In constructing the doll houses, the processes involved are sawing, planning, hammering, painting, papering, screening. Much consideration should be given to the position of doors and windows.

Furnishing the Doll Houses

Cigar and fruit boxes are good for making doll furniture. Be sure to make a victrola for the living room, a lamp with a shade for the reading table and a clock for the living room, bed room and kitchen. Have pupils make utensils such as dishes, vases, baskets, boxes for the home. The processes involved in making utensils are modeling, firing, glazing.

The pottery may be fired in an iron kettle over a bonfire or in tin cans in the school stove. The chil-

dren will enjoy having Longfellow's Potters' Song read to them from his Keramos. Let the pupils have the experience of visiting the clay bank to get the clay; helping to prepare it for modeling and visiting a store where china is sold.

Next might be the measuring, designing and weaving of rugs and hammocks; measuring and making bed spreads, sheets, pillow cases, table cloths, scarfs; doilies, curtains.

The selection of pictures should be based on appropriateness and beauty. The other furnishings should be selected on the basis of utility, appropriateness and artistic value. Aside from pictures, the victrola, the radio, books, magazines, newspapers and games are made as the recreational equipment for the home. Let the pupils construct library shelves and make suitable book lists for the living room, also comfortable chairs, a large reading table with a lamp with green shade for reading.

Making the Home Garden

Children model their vegetables and fruits and paint them for toy gardens. We find all sorts of needs which resemble vegetables for use in our toy gardens.

Group discussion and selection of seeds; laying off the garden, preparing the ground, sowing the seed; harvesting will be constructive activities growing out of the play gardens.

Related Subject Matter

Reading

Diaries of daily happenings; duties assigned, dates of birthdays; expenditures.

Bulletins announcing coming events as excursions, meetings, special exercises, current events.

Children read to one another material of special interest.

Directions posted to be read and followed.

Making individual books from Kektographed copies of experiences dictated by pupils (care and use of books).

Printing class newspaper.

Language

Discussions (oral language).

Accounts of excursions, processes, experiments (written language).

Story telling to each other.

Verbal and written announcements of a special program to which pupils invite others.

Letters to firms ordering goods; letters to manufacturers requesting exhibits and reading material.

Letters of acknowledgment to firms, etc.

Correspondence with school children in places home and abroad.

Invitations to parents and friends to attend a patrons' meeting; a special program; a school exhibit.

Health Booklets on Health Habits (bathing, brushing hair, cleaning teeth and nails, dressing, undressing.)

Number

This social environment affords the garden expenses, raising a pig, selling the pig; profit; a poultry project; repair work about the school; cooking expenses; constructing a pencil tray, a pointer, black board erasers; measuring and buying material for doll clothes from play store..... measuring for toy bed spreads, sheets, pillow cases, table cloths, napkins, scarfs, curtains, rugs, hammocks.

Literature

Dust Under The Rug (Linsay Mother Stories).

Dramatization

Playing house keeping. Organize a Mothers' Club, a Fathers' Club, a Helpers' Club. They dramatize duties of the father such as occupation, doing the heavy work in the home, etc., the mothers engage in washing, ironing, mending, sewing, cooking; the children go on errands and help in light work (drying the dishes, dusting chairs, etc.) They are careful to save labor by scraping mud off shoes on mat before entering the home; they hang up their wraps and put things in proper places; they are courteous and carry on intelligent conversation while purchasing at the store.

Art

Illustrating excursions; clay modelling; making posters of local food stuffs; making Health Booklets; Picture Study of appropriate pictures for the home as the Madonna of the Chair, The Sistine Madonna (Raphael), The Gleaners, Digging potatoes (Millet). The study of the background of the Negro as a basis for self respect.

Social Science

Since Social Science embraces History, Geography, Civics, Hygiene and Nature Study, the representative activities would be making clean, neat and attractive class room and school grounds, proper care of toilets, sanitary drinking cups; school gardening; the study of cotton transportation; what we get from the rest of the world; what we supply the rest of the world; making a lumber camp on the sand table; school parties; pupils visiting among different play-families for a week. They are to tell which family they liked most and why. They observe and practice Good Morning Mrs....., Good night Mr., Thank you, Pardon me, Excuse me (Only when leaving table or room). They close doors softly, speak softly, the boys remove hats on entering the house; the family uses the knife, fork, spoon, cup and saucer properly; each one has a napkin; the relation of clothing to health comes in

(Continued on page 27)

Supervision

Helen A. Whiting, Charlotte, N. C.

Supervision: Working through the teacher to make conditions most favorable for pupils growth and welfare.

The Supervisor; Her Relation to Principal and Teachers

The Supervisor is a helping teacher, a counsellor should always go to the principal before and after visit; talk over observations to principal; leave it to him. (Not to compete with principal.) To take up certain problems as reported and discussed with teachers.)

The relation of the Supervisor to the Supervised is that of a college instructor to the members of his class. The supervisor is essentially a teacher of teachers. As instruction may be given face to face, or by correspondence; individually or collectively—so it is with supervision—a means of face to face supervision or teachers meetings (groups), or visits with observation, criticism and conference for the individual. Assistance and guidance may be given from the office by means of letters, duplicated material setting forth plans, instructions, suggestions.

Observation of Class Procedure

A good supervisor, in observation of a class, will do four things:

- 1. With an unprejudiced mind, and with an attitude of helpfulness, see what takes place.
- 2. Diagnose what takes place.
- 3. Pick out strong and weak points, and formulate suggestions for improvement before having a conference with the teacher.
- 4. Have a private conference in which the utmost liberty, freedom and ease is felt by the teacher.

A Case Book

Difficulties of constructive supervision can be greatly reduced by keeping a "case book" such as the doctor or lawyer has at his command. "Case studies" in which the supervisor records the steps taken to improve teaching as invaluable aids to constructive thinking. They consist of (a) Diagnosis of the teaching situation; (b) analysis of the lesson; (c) conference with the teacher; (d) suggestions to the teacher for improvement.

The Psychology of Supervision

Enter the room quietly. Conduct yourself in such a manner as will cause the least amount of disturb-

ance. Have a mind alert and open; with a spirit that is helpful and optimistic. Sit among pupils in the rear.

- Allow the teacher to go on with her work.
- Never show disappointment by facial expression.
- In the beginning, do not criticize any, if at all.
- Individual differences in teachers, a vital factor.
- Must approach teachers with this in mind:
- The teacher:

Her personality and capacity

Temperament	artistic
	judicial
	phlegmatic
	sensitive

Vision and power of initiative mentality

Assume professional equality and interest with exceptional teacher. Ex.: "Have you read the article on this or that?" "Your motivation was good."

Professional Training
Her experience

Laws of hearing must be utilized in supervision.

Teaching is a habit and laws of habit formation must be recognized in changing it

Select few principles for application or few lines of school work in which improvement is desired. Constantly recur to them.

Be ready and able to give assistance when requested. Show appreciation of teachers' good points.

Visitation followed by satisfaction builds up satisfaction.

Visitation followed by dissatisfaction brings annoyance and tears down.

Gain confidence in your sympathy and fairness by:

- 1. Taking time to understand before criticising. Be slow in forming judgment.
- 2. Readiness and ability to help, if requested.
- 3. Showing appreciation of teachers' good points.

Established democratic relations between supervisor and teachers by:

1. Stimulating initiative and cooperation.
2. Use of strongest teachers of group as positive and active support of new project as leaders and sources of inspiration.

Provide for Motive:

Demonstration

Mimeographed work of teachers distributed.

(All Stenographic Reports of lessons.)

Visits.

Teachers' Meetings.

Supervisors visit.

Group conferences.

In criticism arouse feeling of need in teacher for thing supervisor sees and help in definite knowledge of or direction toward means of special need.

The work should be observed and judged in light of the teacher's aim, rather than what she should be doing. Then during conference teacher and supervisor have same point of view, and sympathetic understanding.

Never criticize the teacher at such a time and in such a manner that the pupils understand that you are criticising.

Make notes after leaving the room; if necessary to take notes while in room, it must be done at such a time and in a manner that will attract least attention.

To Aid in Self Criticism

Leave outline containing points which should be considered in such a type of lesson and ask the teacher to estimate her own efficiency.

Later, during conference, teacher and supervisor compare notes, taking up strong points, weak points, remedial measures, suggestions. Such conferences provide opportunity for discussion of accepted standards.

Teacher should leave conference encouraged.
Supervisor firm, sympathetic, sincere.

Prior to Conference (Interview)

1. Review facts in case.
2. Review conditions contributive to facts.
3. Plan.

Weak and strong points.

Probable reaction of teacher.

Few points or one point for emphasis according to your judge of situation.

Suggestions must be in harmony with facts and supported by authorities and scientific investigation.

Plan for Interview

Not dictating but conducted in such a way as to stimulate the teachers to be free in their thinking, their best service as exemplified in their cooperative endeavor to the solution of problem discussed;

To motivate them—to give them opportunity for exercising initiative cooperation, self reliance, etc.

To train teachers to locate their problems and ask for definite help on specific points.

To train teachers to criticise their own work; in what respects it was a success or failure.

Not to judge teachers too soon nor too late.

To use the question five times to the declaration once.

To hear them through patiently; to encourage them to find a better way of doing their job.

To encourage good work and constructively eliminate ineffective efforts and mis-applied energy.

Conference With Teacher

A "give and take" discussion. (Select time when both are not tired.)

1. Create a friendly attitude.

2. Kindly and professional spirit.

1. By asking what have you to say about the lesson?

2. By questioning leading teacher to discover strength and weakness of lesson; to help her recognize her problems and provide motive for solution.

3. Impersonal—in terms of pupils; recalling giving a friend advice; "I wonder if it would be an improvement if you had handled it this way?"

3. Appeal to teacher's experience—Results expected because her ability has been observed to produce them. (Personal expectation.)

4. Appeal to others work (Utilizing good models) known by helping teacher and teacher. (Professional expectation.)

5. Philosophic or Scientific (Expectation) Application of one or more educational principles and goals drawn from justifiable illustrations of lesson supported by authorities and scientific investigation leaves teacher with definite conception of possible improvement.

Supervision

If you know your teacher, it is easy to select 1, 2, 3, 4, 5, or 6.

6. Avoid "you and I". Talk mostly from an objective basis—what pupils were doing.

7. Select items most needed.

8. Take up one thing at a time.

9. Be firm.

10. Be fair. Don't flatter. Commend something, if possible.

11. Avoid debate.

12. Be specific and definite.

13. Be constructive. "I know a teacher who tried this or that" or "I have found etc."

14. Differentiate between routine and important phases of teaching.

15. Be tactful, but frank.

16. Be just and sympathetic.

17. Be consistent.

18. Inspire cooperative relationship.

SHALL WE POISON GEORGE?

I have before me a catalogue of a Junior College. I believe in Junior Colleges. If I had my way I would abolish colleges and have a lot of Junior Colleges topped with a fair number of real Universities in each section of the country. But this is another story. I mention my belief in Junior Colleges to show that this criticism of a too ambitious Junior College does not arise from any prejudice against a Junior College as such.

My criticism has nothing whatever to do with any plan of educational organization. I am thinking of something else, not of any particular kind of institution. I am criticizing this particular Junior College catalogue because of the lesson that may be drawn from it.

Junior Colleges take the student through the Freshman and Sophomore classes. That is, they are supposed to do two years of college work. The catalogue to which I am referring makes this profession and it gives its courses. My criticism is that it gives impossible courses. It gives, for example, a program for Mathematics and Latin which cannot be carried out in any college in the time allowed. This is true of most of the courses. The layout in the Psychology of Education is perhaps the worst of all. I would bet dollars to doughnuts that not a student of this course, after he got through, could tell you in good plain English what he understands by the Psychology of Education. The principal of this institution is a man of ability, but he has a deadly germ in his system. Hence these ambitious courses.

I say ambitious. A better word would be pretentious. One of the ugliest words in the English language is pretentiousness. It sounds like something to run away from. Yet it finds a ready entrance into the educational system and plays havoc, like malaria in the human system. It is not confined to Colleges or Junior Colleges. It flourishes vigorously in High Schools which try to put on college airs. It is found even in the grades, wherever pupils are promoted as if they knew some subject when they really know nothing about it accurately.

What is the most wholesome atmosphere that can hover about any school from college to first grade? It is the atmosphere of reality. There are not many nicer words in the English language than reality. In a school or person it simply means loyalty to fact and truth. If I were asked to give a piece of advice to any principal or teacher I should say, be real. If I were asked to give a second piece of advice I should say, be real. If I were asked to give a third piece of advice I should say, for heaven's sake, be real. The school may be well housed and have teachers with all sorts of degrees, but if it does not breathe the atmosphere of genuineness it is not a wholesome place for young people.

I took the example of this catalogue of a Junior College simply as one type of pretentiousness. How

(Continued on page 27)

THE CLOCK STRIKES TWELVE

And another year is added to the Ages. Perhaps more real thinking is done during the last few hours of a waning year than at any other time in its span. Individuals and groups take account of their gains and losses. No group can do it with better advantage than those who are engaged in the business of teaching the youth of the generation. Their's is a task so freighted with consequence for the future, that failures resulting from either mismanagement, ignorance, or lack of progressiveness, will result in a harvest of tears through endless years.

As the year 1929 dawns how stands it with the teachers of men—particularly of black men. They are better trained. The "jackleg" is rapidly "finding no room in the inn." The charlatan is being stripped and sent naked and revealed from the boards. A head full of knowledge and a heart in tune with youth instead of a bundle of hickory sticks and a bag full of "devices" is the sign of the advancing profession.

They have more professional pride. In their organizations, municipal, county, state, and national they are seeking ways by which their calling can gain the greater and more genuine respect of the world's workers in other vocations. They are making conscientious efforts to meet the rapidly rising standards of fitness set up by both educational systems and the patrons of educational institutions. They are gradually awakening to the obligation resting upon them as the civic, as well as the intellectual and moral leaders of the communities in which they labor. While they are demanding the right to be freer and more frankly human in the ordering of their lives, they are taking more seriously their sacred role of guide and pattern for this obstreperous generation. Though the profession is still notoriously poor and threadbare, yet there are faint gleams of a better day where the compensation of teachers is concerned. This is evidenced by the increase in the number of men who are able to maintain their families in a fair degree of comfort and respectability without augmenting their salaries by doing something "on the side."

Buildings, equipment and modern facilities for teaching have increased in marked degree in both state-supported and privately endowed institutions. Beautiful and commodious high schools have been erected in both border and southern cities. Summer schools have multiplied in both number and attendance. Funds have been made available for the support of research departments in two of our largest Negro universities, and an encouraging number of instructors in institutions of higher learning did work during the past year toward advanced degrees on traveling fellowships, scholarships, and Sabbatical years. There has been a slight increase, also, in the number of colored supervisors in city,

(Continued on page 27)

Education and the Art of Living

By M. Jane Tillar, Arkansas

Thru the ages, men have been trying to formulate satisfactory and comprehensive definitions. Before the day of the Greeks, all education was largely non-progressive, for primitive man aimed his training only at the necessities of life, and acquired it informally thru the elders and medicine men of his tribe. The next stage in progress is illustrated by India, in Oriental education, which embodied a traditional knowledge acquired thru memory and imitation. Then came Jewish education, similar to Oriental education in many respects but different in that it afforded and emphasized greater development in individuality; but it was late in organizing schools, thus it used largely the memory method and was greatly restricted in content.

"*The work of Greece lies at the bottom, and in a sense, was the most important of all the earlier contributions to our education and civilization. These people—known as Hellenes—were the pioneers of western civilization. To the East of this small country lay the older political despotisms, with their castetype and intellectually stagnant organization of society; and to the North and West, a little-known region inhabited by barbarian tribes. It was in such a world that our western civilization had its birth. These Greeks—and especially the Athenian Greeks—represented an entirely new spirit in the world. In place of the repression of all individuality, and the stagnant conditions of society that had characterized the civilizations before them, they developed a civilization characterized by individual freedom and opportunity, and for the first time in history, a premium was placed on personal and political initiative. In time, this new western spirit was challenged by the older eastern type of civilization. Long foreseeing this danger, and in fear of what might happen, the little Greek States had developed educational systems, in part designed to prepare their citizens for what later came. In a series of memorable battles, the Greeks—led by Athens—broke the dread power of the Persian name and made the future of this type of civilization secure. At Marathon, Salamis, and Platea, the fate of our western civilization trembled in the balance; and there followed the great creative period in Greek life during which the Athenian Greeks matured and developed a literature, philosophy, and art which were to be enjoyed not only by themselves, but by all western peoples since their time. In these lines of culture, the world will forever remain debt-or to this small but active and creative people."

"The next great source of our western civilization was the work of Rome—Unlike the active, imagina-

tive, artistic and creative Greeks, the Romans were a practical, concrete, pragmatic, unimaginative, and executive people. Energy, personality, and executive power were in greatest demand among them; so that the work of Rome was political, governmental and legal—not artistic and intellectual. Rome was strong where Greece was weak, and weak where Greece was strong. As a result, the two outstanding peoples supplemented one another well in laying the foundations of our western civilization. The conquests of Greece were intellectual; those of Rome were legal and governmental. Rome absorbed and amalgamated the whole ancient world into one Empire, to which she gave a common language, dress, manners, religion, literature, and legal and political institutions. Adopting Greek learning and educational practises as her own, she spread them thru out the then known world. By her political organization, she so fixed Roman ideas as to law and government thru out the Empire that Christianity, built firmly on the Roman foundations, and the German barbarians who later swept over the empire, could neither destroy nor obliterate them. The Roman conquest of the world thus decisively influenced the whole course of western history, spread and perpetuated Greek ideas, and ultimately saved the world from a great disaster.

"Into this Roman Empire, united and made one by Roman arms and government, came the first of the modern forces in the ancient world—that of Christianity—the third great foundation element in our western civilization. Embracing in its early development many Greek philosophical ideas, building securely on the Roman governmental organization, and with its new message for a decaying world, Christianity forms the connecting link between ancient and modern civilizations. Taking the conception of one God which the Jewish tribes of the East had developed, Christianity changed and expanded this in such a way as to make it a dominant idea in the world. Exalting the teachings of the fatherhood of God, the brotherhood of man, the future life, and the need for preparation for a hereafter, Christianity introduced a new type of religion, and offered a new hope to the poor and oppressed of the ancient world. In so doing, a new ethical force of first importance was added to the effective energies of mankind, and a basis for the education of all was laid, for the first time in the history of the world."

Christianity came at just the right time, not only to impart new energy and hopefulness to a decadent world, ancient and time-worn, but also to meet, conquer, and in time, civilize the barbarian

*(Cubberly—History of Education.)

hordes from the North, which overwhelmed the Roman Empire. A new and youthful race of German barbarians now appeared upon the scene, with resulting ravage and destruction, anarchy and superstition, and long centuries ensued during which ancient civilization fell prey to savage violence and ignorance. Progress ceased. The creative vitality and power of antiquity seemed exhausted. The digestive and assimilative powers of the old world seemed dead. Greek was forgotten, Latin was corrupted. Knowledge of the arts and sciences was lost. Schools disappeared. Only the Christian Church remained to save civilization from the wreck, and it too was submerged in the barbaric flood. It took centuries partially to civilize, educate, and mould into homogeneous units the heterogeneous horde of new peoples. During this long period, it required the strongest energies of the few who understood to preserve the civilization of the past for the enjoyment and use of a modern world.

Yet, great as was the havoc which they wrought, these German barbarians in time contributed much to the stream of modern thought. They brought new conceptions of individual worth and freedom into a world thoroughly impregnated with the ancient idea of the dominance of the State over the individual. The individual man—and not the State—was, with them, the important unit in society, and this idea, experimented with first by the Anglo-Saxons in England, and further expanded in the United States, seems destined to guide the affairs of man throughout the civilized world.

Hard and long was the struggle of civilization thru the following period, but by the end of the eleventh century, it was clear that the battle had been won, and in the fourteenth century, the Revival of Learning in Italy gave ample evidence of the rise of the Modern Spirit. By the year 1500, the modern questioning spirit of the Italian Revival was making progress in many directions. Most of the old learning had been recovered; the printing press had been invented and was at work multiplying books; the study of Greek and Hebrew had been revived in the western world; trade and commerce had begun; the cities and the universities which had arisen had become centers of a new life; a new route to Indian had been found and was in use; Columbus had discovered a new world; the church was more tolerant of new ideas than it had been for centuries; and thought was being awakened in the western world to a degree that had not taken place since the days of ancient Rome.

In promulgating the doctrine that the authority of the Bible in religious matters is superior to the authority of the Church, the basis for the elementary schools for the masses of the people was laid. This meant the creation of an entirely new type of school—the elementary, for the masses, and taught

in the native tongue—to supplement the Latin secondary schools which had been an outgrowth of the revival of ancient learning, and the still earlier cathedral and monastery schools of the Church. Thus our modern vernacular school is essentially a product of the Protestant Reformation. The modern conception of the school as the great constructive instrument of the State, and a new individual and national theory as to both the nature and the purpose of education was advanced. Schools were declared to be essentially civil affairs; their purpose was asserted to be to promote the common welfare and advance the interests of the political State; ministers of education began to be appointed by the State to take over and exercise control; the citizen supplanted the ecclesiastic in the organization of education and the supervision of classroom teaching; the instruction of the school was changed in direction, and in time, vastly broadened in scope; the education of all came to be conceived of as a birthright of the child of every citizen, and since the middle of the nineteenth century, a great world movement for the realization of these aims has taken place.

All the while however, there have been changes in the method and content of the curriculum, and these changes may be attributed largely to shifting emphasis on the part of educators to find a comprehensive definition for so far-reaching a movement.

Socrates represented the early Sophists; he accepted the dictum of the Sophists that "Man is the measure of all things" and tried to turn youths from the individualism of the Sophists of his day to the larger general truths which measure the life of a true man. In particular did he try to show that the greatest of all arts—the art of living a good life—called for correct individual thinking and a knowledge of right, "know thyself" was his greatest guiding principle, and his emphasis was on the problems of everyday morality. He sought to formulate a new basis of education in personal morality and virtue, as a suitable substitute for the old training of the State. He taught by conversation, engaging men in argument in the streets and market places, and showing them their ignorance.

To Plato do we owe our chief information regarding Socrates, for he was the greatest disciple of Socrates, and sought to develop and promote the Socratic method on a larger scale thru the establishment of the Academy in 386 B. C., where he wrote and lectured for more than forty years. Here teachers and students possessed in common a chapel, library, lecture rooms, and living rooms; philosophy, mathematics and science were taught, and women as well as men were admitted. Aristotle, a foreign-born pupil of Plato's did a remarkable work in organizing all of the known knowledge of his time.

(Continued on page 21)

Crowning Twenty-five Years

By G. L. Imes

Early in November, there moved athwart the busy life of Tuskegee one of those pleasant incidents that are like the soft, sweet fragrance of magnolia blooms on the still air of a turgid afternoon. It was all because one of the workers of the Institute had reached the twenty-fifth anniversary of her service in the school, and some of her associates thought it deserved something out of the ordinary by way of remembrance and appreciation, and long in advance began



Mrs. Laura Terrell Jones
Principal Children's House

arrangements for a testimonial that would be a surprise, and at the same time a joy to be cherished through all the following years.

The worker was Mrs. Laura Terrell Jones, principal of the Children's House, who on November 7, completed her twenty-fifth year as a teacher at Tuskegee—which was also her birthday. The celebration was planned by the teachers who serve with her in this school for the children of the faculty and community, who had entrusted their plans to the leadership of Mrs. Dorinda M. Fair, herself the teacher of the seventh grade.

The first thing, of course was to insure the effectiveness of the surprise; so without ado, Mrs. Jones was reminded in advance that November 7, was her great anniversary, and would be observed by a dinner party in her honor. The hour was set for seven-thirty on Wednesday evening, November 7. At the proper time Mr. Fair called for Mrs. Jones with his car and took her to the cafe where the dinner party was to be held, but on arriving, no guests were at hand—even Mrs. Fair, herself, had not appeared, Mr. Fair suggested to Mrs. Jones that perhaps Mrs. Fair was at the Children's House and that they might go there for her and return, by which time the guests doubtless would be assembled to which Mrs. Jones readily assented.

Meanwhile it had been carefully arranged that all the parents and teachers and friends and co-workers of the Institute faculty should be assembled in the auditorium of the Children's House promptly at 7:00 p. m. To heighten the delusion, all cars were parked on the playground at the rear of the building, so that when Mr. Fair drove up to the building to get Mrs. Fair, there seemed to be nothing unusual in the surroundings. They alighted and entered the building, when for the first time the idea dawned on Mrs. Jones that she was to be the center of a demonstration from which now there was no drawing back. Mrs. Fair and her other teachers were at the door to meet her and before she could even hesitate, had ushered her to a seat at the front, amid a storm of applause from the assemblage, who had, by this time, risen to their feet.

After this first outburst of enthusiasm, they resumed their places and a little fairy appeared, announcing that she was in quest of a certain kind and gracious lady, whom everybody loved and in whose honor they had been called together at that hour, for whom the children had prepared a bower on which she was to be enthroned as she already was in the hearts of all who knew her. At length she spied this lady and summoned her to come forth and take the place that had been prepared for her. The fairy waved her wand and two pages appeared to escort Mrs. Jones to her throne. The surprise was complete, as was written upon her face, and something else too, that was wistful and sweet and appealing, as she struggled between smiles and tears to keep her composure and allow the plans to proceed without protest or demurring.

Seated upon her throne, she saw the fairy wave her wand again and call forth those children of the Children's House whose own little ones were now pupils under the same dear lady who had taught their mothers or fathers. They came together—these

children of the former generation, leading the children of the present generation. There were some ten or twelve of these parents and the fairy led them all to their places about the throne, where they stood and sat as a special guard of honor.

Again the wand was waved, and this time there came trooping in a group of youngsters in their teens—a portion of a class of thirty-one, who had graduated from the Children's House four years ago, nineteen of whom were now members of the graduating class of the Normal School proper. They grouped themselves in the center of the room and there went up a lusty yell for Mrs. Jones, reciting her virtues and proclaiming their love. They had framed the yell themselves and everybody shouted with a vim—a spontaneous and genuine expression of real affection. At the end they dispersed to serve as ushers and servitors for the visitors at the end of the program.

Once more the wand was waved, and this time there came forth that goodly company of honored workers at Tuskegee, some thirty-five or forty of those who like Mrs. Jones, had served at Tuskegee for twenty-five years or more. These were seated at the front where they faced the audience like Mrs. Jones, and were the special guests of the occasion.

Each group took its place amid a round of applause and the enthusiasm mounted higher and higher. At this point the Principal of the Institute Dr. Moton, assumed direction of the program, presiding as master of ceremonies. He announced a song and one of the former pupils, just two years out of the Children's House and now in her second year in the Normal School, sang the children's tribute to Mrs. Jones in the words: "Dear Loving Teacher of Mine" adaptation of "Dear Old Mother of Mine," Hers was a clear, sweet voice which touched the heart, as children's voices do, when they sing of things of which grown-ups dare hardly speak.

The Principal then announced that the program called for tributes from those connected in one way or another with the Children's House, who knew and loved Mrs. Jones. First, there was one of Mrs. Jones' own graduates, who had afterwards taught with her in the demonstration classes of the Summer School. She told just how it felt to be so intimately associated with her principal, of her patience, understanding, and the inspiration of her ways. Then followed a multitude of tributes of every kind: One from a former pupil who had finished the course at Tuskegee and then at Fisk, had become a Y. W. C. A. Secretary and then married a member of the Institute faculty and returned to make her own home at Tuskegee where she was born; one from a mother at the Veterans' Hospital, who had only recently come to the community, but whose children were under Mrs. Jones' care; one from the chaplain of the School, strong earnest, characteristic; one from a

father, whose boy had been a special object of Mrs. Jones' care, and who, himself, had been interested in all the boys of the school; another from a mother who had come to Tuskegee long before Mrs. Jones, but all of whose seven children had been successively under the hand of Mrs. Jones; another from a mother of the community who had faithfully and conspicuously co-operated in all Mrs. Jones' efforts for her own children; another from a mother, herself a teacher, whose four children had been to Mrs. Jones; from the director of the Academic Department, from the dean of the College; from a co-worker who had been here as long as Mrs. Jones and understood all that she had gone through. All these were interspersed with musical selections; one a piano number "Remembrance" played by the daughter of the Founder of the Institute; another a vocal number "Homing" sung by the Dean of Women, an intimate, personal friend of Mrs. Jones. Then successively came other tributes, from the wife of the Principal, who is also Director of Women's Industries; from the Chief Accountant of the School, whose term of service reaches nearly forty years; from the head of the Division of Mathematics, who came to the Institute the same year as Mrs. Jones; from the head of the Carpentry Division, one of the loyal patrons of the Children's House, and finally from the Treasurer of the School, who also had spent twenty-five years at Tuskegee. These in turn, were followed by another piano number—"Mammy" from Dett's "Magnolia Suite," one of Mrs. Jones' favorites, played by a member of the faculty in the Music Department.

The program then called for reminiscences from Mrs. Jones' most intimate friend, who formerly taught with her at Tuskegee, but now makes her home at Atlanta. At the last moment it developed that this friend, Mrs. T. J. Ferguson could not be present, so she sent a telegram instead, which was read. After that a poem to commemorate the occasion was read by its author, who has a certain facility with words and knows how to make them rhyme.

Then as the climax of it all came the presentation to Mrs. Jones, by the Principal of the Institute, of a testimonial from friends and well wishers in the form of one hundred dollars in gold. The Principal interpreted the occasion as a demonstration of appreciation and affection from the entire school and community, inspired by the unselfish and unobtrusive service of Mrs. Jones through many years. He told how some years ago, he had offered to Mrs. Jones the post of Dean of Women at Tuskegee Institute, which she had declined with the declaration that the little ones at the Children's House supplied something in her life that she could not bring herself to part with, and the explanation that she preferred to remain where she was, though appreciating


(Continued on page 26)

THE EDITOR'S PAGE

The Bulletin

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When the Executive Committee at its annual session voted to accept the invitation from Mississippi to hold its meeting in the State's Capitol, Jackson, it had in mind that thousands of the members of the National Association located in the southern part of the South would be glad to have the advantage of attending one of the many splendid meetings of the annual session, and that neither railroad fare nor distance by auto would deter their attending.

Under the leadership of Dr. Lanier of Jackson, and of the Presidents of the State and Campbell Colleges, Mississippi has possibly made in recent years more progress in the building of Rosenwald Schools than any of the other Southern States.

Through the co-operation of Dr. Rowan of Alcorn, Dr. Holmes of Tougaloo, President Johnson of Prensiss, Principal Holtzelaw of Utica, Principal Jones of Piney Wood, and many other teachers and friends in Mississippi the annual meeting bids fair to out-rank in attendance and interest all of the other twenty-five annual meetings. The general theme will be "Education For Economic Efficiency." We hope to make this meeting both interesting and informative.

We are publishing in this month's Journal, a part of an editorial taken from the Montgomery Advertiser, a daily newspaper published in Montgomery, Alabama. The National Association feels justified in being proud in having Mr. M. N. Work, one of its trustees selected for the 1928 first award in Education. Mr. Work has just completed a bibliography which has taken 16 years of hard labor. In the preparation of this book, he has visited all of the great libraries of America, England and the European Continent. The Bulletin then is printing almost in its entirety an editorial the local in the pride it expresses, voices the sentiment of Mr. Work's friends and co-workers all over the country.

We are no less proud of the achievement of John M. Gandy, a former president of the Association, a member of the Executive Committee, and a life member. Mr. Gandy received the second award in Education for the splendid work accomplished in getting his College accredited. He has toiled arduously and for many years in order to accomplish the task for which he has just been rewarded. A recognition of its members by the Harmon Award Foundation and of the Organization itself by the General Education Board ought to convince the most skeptical that the National Association of Teachers in Colored Schools is on its Journey Now.

The Teacher's Part in the School Health Program

Read Before General Session of the National Association of Teachers in Colored Schools,
by Miss Pauline B. Williamson, Metropolitan Life Ins. Co.,
New York, N. Y.

The classroom teacher holds a strategic position in the modern school health program. She is in a position to inspire her pupils with an appreciation of what health means, to guide them in securing needed information, and to influence them in applying the fundamental principles of health in their own lives.

As I travel through the United States and study the students themselves, their attitude toward their work and toward life, I find the most successful programs of health and physical education where school officials and teachers feel their responsibility for the health of the students and do not shift this responsibility or give up this privilege to specialists. Physicians, nurses, physical directors, home economics supervisors, health supervisors, all have important contributions to make toward the physical well-being of school children, but class-room teachers also have a place in the modern school health program.

An English teacher in a high school who feels her responsibility not only toward teaching the English language but toward developing citizenship, character, and health in her pupils used her oral composition class as an opportunity to develop public speaking on the subject of "Health Heroes". One of the pupils in this class in discussing the life of Edward Livingston Trudeau, who has done so much to conquer tuberculosis said: "With the thought of curing other unfortunates Trudeau started the Saranac Lake Sanatorium. He didn't just say 'I want to build a sanatorium' and it built itself. Instead it took years of sacrifice and toil to change Saranac Lake village from pathless roads and unbroken forest into a bright spot in which thousands of tubercular people regained lost health."

In his excellent closing he applied his discussion to the immediate needs of his own group:

"In the past twenty-five years the extent of tuberculosis has decreased markedly in adults and children. Unfortunately it has not decreased in boys and girls of the high school age. Why? Because only too many of us lead a rapid life and fail to take the proper care of our health. You never stopped to think, did you, that when you took that extra ten minutes in the morning and let your breakfast go that you were inviting the disease to come after you? We who are well can avoid tuberculosis by following Dr. Trudeau's principles of treatment. In this case an ounce of prevention and a pound of cure are the same—fresh air, sunshine, wholesome food and plenty of rest. If we keep our homes and communities clean; if we eat food that builds up healthy bodies; if we live, work, play, sleep and rest

in sunshine and fresh air, then we too are helping to keep the lamp in the wilderness "a Glorious Hope" for all those who need help and comfort in their struggle against tuberculosis."

This boy's teacher realizes that by instilling these ideals of service and giving recognition to the great contribution Trudeau made for the health and happiness of this country she is teaching good citizenship. As she inspires her pupils with an appreciation of his courage, of his friendliness, of his willingness to help those in need, she is developing character. While the modern teacher gives information about the best treatment of tuberculosis, she considers the temperature of her own classroom, and knows the physical condition of her pupils. **She has a thermometer on the wall which is never allowed to register above 68 degrees Fahrenheit she sees that the air is in circulation; she arranges the desks so that the light is not shining in any of her pupils' eyes; she inspects the physical condition of her pupils; and she knows whether they are able to be in the classroom or not.** All of this is part of the teacher's responsibility in the modern school health program.

In the modern school we find the history teacher who, instead of having the pupils plan battles and work out military campaigns, stirring up hatred and ill-feeling among nations, is using this opportunity to trace the history of foods, to teach the story of the conquest of disease, one of the most thrilling victories in all history. The history teacher recognizes the historical significance of the fact that we are learning to wipe out disease, and teaches how yellow fever has been almost banished from the earth through the work of Walker Reed and his associates. The geography teacher shows how the development of the Panama Canal was made possible through the conquest of this disease. The civics teacher is building up citizenship by teaching consideration of others with practical emphasis on covering the mouth and nose and bowing the head when coughing or sneezing. Her study of the community includes the water, milk and other food supplies. The primary teachers through out our country today are finding new zest in their teaching by helping inculcate daily habits of eating, sleeping, exercise, cleanliness in their students. The teachers in the upper grades and colleges are explaining more of the fundamental workings of the human body and the reasons for the habits formed.

Several years ago I visited a sixth grade which was having a hygiene review lesson. The teacher would run her finger down each page and ask the children to discuss the disease described on that par-

ticular page. After describing diseases until my hair fairly stood on end, she turned to the class and said: "Now children, for tomorrow, take the next disease." She was teaching in a classroom which was too warm, with all windows closed. One boy's feet did not touch the floor but were swinging in the air. The teacher had a high-pitched rasping voice. While she was teaching hygiene she was arousing fear and violating the fundamental principles of health as she did so. This type of teaching is fast disappearing.

While today the emphasis is shifting from the mere study of disease to positive health, there is still a place for disease prevention in our program, but it has a very much more practical application than formerly.

Progress is being made where ideals of health are being established among children to such an extent that it is very evident that the ideals of the children of the past generation expressed through boastfulness of having had number of diseases and of keeping late hours have been supplanted by the desire for strong, vigorous bodies and realization of the value of a sane program of eating, sleeping, exercise, and cleanliness.

The teacher's place is not merely imparting information but controlling the daily activities in such ways that the fundamental principle will be put into practice.

Physical inspection, classroom instruction and checking health habits are part of her daily program.

Teachers of all grades and classes are concerned with the medical inspection.

In some places where the medical service is not adequate the teachers themselves are making the physical inspection of pupils. The assistance that the teacher gets in this type of work varies from the most backward rural sections where she struggles almost entirely alone, to the fully developed city system where the physical inspection which she makes is directed by a well organized staff of physicians, nurses and specialists. In some schools the work of the physicians and nurses include special examinations for children examined at "corrective centers, psychology departments, deaf schools, blind schools, nutrition classes, reserve officers training corps, and the compulsory education department." There are well established ideals for this important phase of health work but the practice varies greatly.

We agree that every child should have a regular medical examination from the time of his birth and that all physical defects should be corrected as soon as possible; that the parents should be present at the annual examination of the school children; that the physicians and nurses should be responsible for the thoroughness of these examinations; that the parents and teachers should make use of this

(Continued on page 27)

TUSKEGEE PROFESSOR HONORED

It should be of special interest to Alabamians to read that Tuskegee Institute is again singled out for special honors through the award to one of its professors of a gold medal and \$400 for "scholarly research and educational publicity." The recipient of this noteworthy honor is Professor Monroe N. Work and the institution which makes the award is the Harmon Foundation which annually rewards those Negroes who have performed some notable service in the arts, in education or social service during the year. Professor Work is one of twelve Negro men and women to receive either a gold medal or a bronze medal and money rewards.

The Columbus Enquirer-Sun makes this felicitous comment upon Tuskegee and some of the notable figures that have labored there:

During his lifetime Booker Washington, head of Tuskegee Institute, was honored by noteworthy awards. His successor, Major Moton, has also been singled out for distinctions, and Dr. Carver, of the chemical research department of Tuskegee, has been awarded many honors, including the Spingarn medal, and membership in the British Royal Society of Arts. Dr. Carver, as is well known by Columbusites, has discovered more than a hundred ways of utilizing peanuts and sweet potatoes and has also discovered that our native clays make the finest and most durable paints, as well as pastel sticks for artists. Indeed this modest, unpretentious, deeply-religious, white-haired Negro is one of the great genuises of our section.

We are so accustomed to having Tuskegee in our midst that we sometimes forget what a remarkable institution it is and how able, humane, aspiring and patriotic are its foremost workers. At least half a dozen of these could doubtless earn far more money than they do at Tuskegee—indeed, Dr. Carver was once offered a brilliant and lucrative position in the Edison laboratories—but they prefer to remain among their own people and do what they can to train them into honest and intelligent citizenship.

When the hearts of fairminded and merciful people are stirred to horror by such occurrences as the recent lynchings in Mississippi, it is at least something to turn to such an institution as Tuskegee, an object lesson of the wholesome, just, kindly, Christian spirit which can and does exist between the two races in the heart of the Black Belt. The highest type of white is always on the side of justice and opportunity for the Negro. It is the ignorant, envious and lawless element of whites that invariably leads lynching mobs. Unfortunately, when these mobs wreak vengeance in unspeakable and cow-

(Continued on page 27)

Joseph J. Rhoads, Educator

By James Carroll McCoy, Head of the Department of Science, Booker T. Washington High School, Dallas, Texas

Change is the surest sign of life. It is the only means by which progress can be made. No institution with fixed entities incapable of change can long perform its function in a progressive community.

In view of these facts, there are many changes taking place in the Booker T. Washington High School, Dallas, Texas. The elimination of elementary students from the high school building, and the introduction of departmental instruction in the school marked the beginning of this new era. The high school has become in fact what it had previously been in theory—a nucleus of community activities. Seldom in the short space of five years does it happen that a principal can so favorably impress a community as has Joseph J. Rhoads, principal of the Booker T. Washington High School.

It is the consensus of opinion among educators that different pupils differ in aptitudes, interests, and in capacities; and that it is the duty of the school to consider these differences in the light of modern educational psychology. In writing on the subject, one educator says: "The ideal education should aim to bring each pupil to the highest point of training of which he, as an individual, is capable." Another says, "Education is faulty in so far as it disregards differences in habits, training and mental intelligence and capacities and puts all through the same mold." In spite of this prevailing sentiment, there are still many schools attempting to adjust the pupil to the curricula instead of adjusting the curricula to the pupil.

In an effort to remedy this situation, Mr. Rhoads has organized the school curricula in such a way that their flexibility renders an analogous mental mutilation of pupils unnecessary. Practically every class in the school has been divided into a series of homogeneous groups. Homogeneous grouping has been attempted in some cities of the North; but Dallas is the first city and Booker T. Washington the first high school, as far as I have been able to learn, that has attempted such a thing in a systematic way in the South. Homogeneous grouping consists of dividing a class into three groups: A, B, and C. Pupils put into the "A" group are those of superior capabilities; the "B" group consists of mediocres, and the "C" group the slow. There are many advantages to be derived from homogeneous grouping. In the first place, it makes provision for the slow pupils and the bright pupils to do their work at their respective maximum rates without the one hampering the progress of the other. It also provides for correcting any mistake that might be made in classifying the pupils. For example, if a pupil is put

into the "B" group and later it is found that he is capable of doing "A" group work, he can be easily transferred to the "A" group without inconvenience or loss of time. In like manner he can be transferred from any group to another whenever the quantity and quality of his work justify it.

Again homogeneous grouping tends to reduce the cost of education on the part of both the parents and the state in that it tends to reduce to a minimum the number of failures. In the final analysis the largest responsibility falls on the back of the individual teacher. It is up to him to be scientific enough and sufficiently conversant with the technique of his particular subject to discover the original nature of the pupil. Once this is done, he has simply to note the mental changes consequent upon change of environment, association, etc., to judge what stimuli are best suited to bring the desired response and to determine what factors other than native ability enter in to modify his progress.

It goes without saying, that homogeneous grouping is no attempt at making the individual the unit of instruction.* That is impracticable. But it does indicate how the situation may be dealt with. It is both possible and feasible to form small groups of students and give them instruction which approaches this ideal method as a limit.

Mr. Rhoads subscribes to the doctrine that the best way to render service to the student is by working with him rather than for him. Hence, Booker T. Washington High School as a Parent-Students-Teachers Association.

This organization has been the means of bringing the community and the school into closer relationship. The home and the school come into fuller appreciation of their interdependence and reciprocal relations.

During the past few years some \$3,000 have been spent in providing scenery for the school auditorium stage, furniture, etc., for the school clinic, shrubbery for beautifying the school campus, and busts of prominent personages for the corridors.

It is altogether out of the ordinary for a man, after a year of strenuous work incumbent upon him by the duties and responsibilities of principal of a large school to enter a strange university, deliver a series of lectures, pursue three graduate courses, and make a grade of "A" in each. But that is what Mr. Rhoads did at the University of Michigan summer before last. Not only does he himself keep abreast with the latest, but he constantly keeps before his faculty all matters pertaining to progressive educational thought and practice.

(Continued from page 14)

He was an accepted authority on all questions of human conduct and every branch of science. To him, education was all-seeing and all-knowing, and involved complete comprehension of everything about him.

It was Herbert Spencer who declared that the purpose of education was to "prepare for complete living," and that the only way to judge the value of an educational course was first to classify in the order of their importance, the leading activities and needs of life, and then measure the course of study by how fully it offers such a preparation. In classifying life activities and needs, he considered:

1. Those ministering directly to self-preservation.
2. Those which secure for one the necessities of life, and hence minister indirectly to self-preservation.
3. Those which have for their end the rearing and discipline of offspring.
4. Those involved in the maintenance of proper social and political relations.
5. Those which fill up the leisure part of life, and are devoted to the gratification of tastes and feelings.

He then concluded that of all subjects, a knowledge of science "was always most useful for preparation for life, and therefore the type of knowledge of most worth."

Thomas Huxley defines education in his description of a liberally educated man: "That man, I think," he says "has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold logic engine, with all its parts of equal strength and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience, who has learned to love all beauty, whether of Nature or of art, to hate all vileness and to respect others as himself. Such an one and no other, I conceive, has had a liberal education; for he is as completely as man can be, in harmony with nature. He will make the best of her and she of him. They will get on together rarely; she as his ever-beneficent mother; he as her mouthpiece, her conscious self, her minister and interpreter."

Rousseau held that we should revert, in education, to a state of nature to secure the needed educational reforms, and that education to prepare for life in the existing social order was both useless and wrong.

Pestalozzi was inspired by Rousseau's writings and attempted to educate his own child by Rousseau's method. He soon realized the impracticability of such a procedure and so set out to improve on it by making a study of children themselves. He tried to reduce the educational process to a well-organized routine based on the natural and orderly development of the instincts, capacities, and powers of the growing child. "Sense impressions" became his watchword, and he tried to organize and psychologize the educational process by harmonizing it with the natural development of the child. . . "Read nothing, discover everything, and prove all things" came to be the working guides of himself and his teachers. He believed the development of man to be organic and to proceed according to natural law. Thus it became the work of the teacher to discover these laws of development and to assist nature in securing a natural, symmetrical, and harmonious development of all the faculties of the child. Real education must needs develop the child as a whole—mentally, physically and morally—and calls for the training of the head, the hand and the heart. The only proper means for developing the powers of the child was use; hence education must guide and stimulate self-activity; must be based on intuition and exercise, and the sense impressions must be organized and directed. Education too, if it is to follow the organic development of the child, must observe the proper progress of child development and be graded so that each step of the process shall grow out of the preceding and grow into the succeeding stage. To accomplish these ends, the training must be all-around and harmonious; much liberty must be allowed the child in learning; education must proceed largely by doing instead of by words; the method must be largely analytical; real objects and ideas must precede symbols and words, and finally, the organization and correlation of what is learned must be looked after by the teacher. In these ideas, he was the "Father of modern education," and we owe him much for such significant guiding principles.

Herbart emphasized environment and its action upon the child as an educational factor. . . Froebel contributed the ideas of the kindergarten, play, and hand work activities. In all three, the emphasis was upon self-expression and initiative.

So we could go on indefinitely analyzing the ideas, beliefs, and opinions of educators thru all ages, and from none would we get an altogether comprehensive definition, tho a few—like Pestalozzi—make significant contributions to the field.

M. M. Parks attempts to sum it all up in the following lines, when asked what was the aim of education:

"Books, says the student,
Knowledge, says the scholar,
Character, says the preacher,
Truth, says the philosopher,

Beauty, says the artist,
 Happiness, says the Epicurean,
 Self-control, says the stoic,
 Self-denial, says the Christian,
 Loyalty, says the ruler,
 Patriotism, says the citizen,
 Wisdom, says the old man,
 Achievement, says the youth,
 Courage, says the soldier,
 Success, says the merchant,
 Wealth, says the banker,
 Vision, says the dreamer,
 Play, says the child,
 Love, says the maiden,
 Friendship, says the comrade,
 Personality, says the teacher,
 Health, says the doctor,
 Growth, says the biologist,
 Unfoldment, says the psychologist,
 Adjustment, says the sociologist,
 All these and more—says the true Educator."

For each, in his own tongue would define the term in the light of his own interests and experiences.

A rather interesting definition appeared in the October issue of the Forum Magazine in which education was defined as being the knowledge acquired thru the systematic and harmonious cultivation of one's natural powers, which gives one the ability to adjust himself satisfactorily to his physical and intellectual environment. In other words, education is adjustment to life, thru the development of one's natural, innate, or native powers, abilities, and capacities.

Let us examine for a moment the word itself. Educate is derived from two Latin stems; *e* meaning out, and *ducere* meaning to lead—thus to lead out of. When we speak of education, most of us think of schools, the main purpose of which is to pour in knowledge to the children that are sent there. Education we learn is adjustment to life, thru the leading out and developing of the finest capacities which the student possesses, and the whole process is definitely related to the art of living.

An art, as defined by Webster, is skill of performance as acquired by experience, study, and observation. The skill of living then, as acquired by experience, study and observation—and what more worth while aim can we have in Negro schools today than that of so teaching our boys and girls that they may willingly and happily make the necessary adjustments to later life? That they may live successfully and cooperatively with their fellowmen?

We all concede the existence of at least three definite and important educational agents in American life today, namely, the home, the church and Sunday school, and the public school. What is the relative value of each of these institutions? Perhaps we could never agree as to which is most valuable, but

certainly we can pause long enough to point out some of the educational features of each.

The influence of the home cannot be over-emphasized, for it is there that the child gets his first impressions of human relationships, thru his contacts—pleasant or unpleasant—with parents and other relatives. Here he learns to give and to take, for "marriage is a perpetual adjustment; mother and father, parent and child, brother and sister, perform a never-ending experiment for the mastery. Our own desires—we cannot suppress them, we can not gratify them; must do both and often neither." Here the child may learn to have his way about everything, thru insufficient contacts. Here he gets his first ideas, opinions, convictions, and loyalties, and is generous or stingy, liberal-minded or narrow, selfish or altruistic as these traits are developed and strengthened. The child who goes thru life dodging issues, refusing to recognize his own limitations and abilities, failing to shoulder his full responsibilities, and fearing to face life squarely, can more than likely trace his attitudes and inclinations back to some childhood pampering which encouraged this outlook on life. How careful parents must be in their consideration for each other and for their children; for many of the ideas that burst into action when the child grows up were fostered and nurtured in early youth. Juvenile delinquency and crime can more often be traced to poor home surroundings and lax parental supervision than to any other factors involved. It should be understood without emphasizing that the parents should cooperate with the school and the church in the all-around development of their children. With so many conflicting forces in our modern life today, it demands the close cooperation of these three agents to keep our young people on the proper path of right thinking and right acting.

Then there comes the church and the Sunday-school as educational agents. We will admit also that these agents do not measure up as yet to their fullest possibilities. There is room for much improvement, but with the establishment of institutional churches in so many of the larger cities, and the addition to the church staff of family case workers, recreational leaders, and the home visitors, we see a new day dawning in the work that the church will perform in our family life of future years. Certainly, we must continue to look to this old and time-honored institution for our religious impetus, our spiritual motivation. The ethical morale of any group tends to decrease with the increase of multiple responses that that group is obliged to make. With the multitudinous reactions to the products of modern science and invention today, such as the telephone, automobile, movies and other commercialized recreations, which in many places are more popular on Sunday than any other day, we are in grave danger of losing forever that conscious kinship with God—the God of our fathers. It is to the church

then that we turn for animation, for the incentives that will keep us ever hopeful of the future, and always appreciative of the present and of the past as necessary steps to higher ground.

Our greatest concern at present however is the influence of the school in this process of adjustment known as education. One writer has said that his conception of a university was a log with a boy on one end and Mark Hopkins on the other. Not buildings or grounds, or large endowments or fine laboratories with expensive equipment, but a boy—a pupil—a student, presumably eager to learn, and a real teacher.

What then constitutes the real teacher?

First, she must be a leader, and we could not pass on without enumerating at least a few of the outstanding qualities of leadership.

No one would question the insistence that she have a strong and healthy mind and body; for altho there are a few outstanding examples of strong personalities who overcame physical handicaps and became powerful leaders of men, such cases are rare. Democratic education must pledge itself to the development of healthy minds and bodies in the youth of the nation, and the teacher must set the standard for physical and mental health and stamina.

She should have broad vision of the future possibilities of each one of her pupils in terms of his present opportunities. *She must be able to look ahead and foresee* the result of utilizing or letting pass the rich material with which she works in the classroom. Certainly she must be able to see life and to see it whole before she can adequately guide and properly direct the activities of youth.

She must have initiative and resourcefulness, sufficient to originate, adapt, and execute; and must be full of ideas which she can substitute as the need arises, for the modern theory of education demands a recognition of individual differences which she must take into account if she is to be of the greatest help in shaping and moulding the personalities and characters of her pupils.

She must possess good judgment and open-mindedness; must be able to discern distinctly and choose wisely, and be approachable at all times by her pupils and co-workers, ever keeping an open ear and keen eye alert to the value and practicability of the suggestions of others. A teacher can learn much from her pupils; a principal can be taught by his teachers—all in proportion as each is open-minded and mentally alert.

She must have a sense of responsibility; this implies dependability, in other words, the ability to keep ones word, to perform well ones task in spite of seemingly impossible difficulties.

She must be patient, and firmly believe in the ultimate success of her best efforts. She must have tact, based on sympathy and understanding—both of which spring from the true consideration for the

thoughts and feelings of her pupils, together with an unselfish motive.

She must have the courage of conviction that hers is the greatest possible task, and she must be loyal to her classes, her coworkers, and to herself.

That *she must have high personal standards* is obvious, for she cannot expect or hope to lead others into a higher consciousness unless she has a high ideal of living which works itself out in even little everyday commonplaces, and she must strive constantly after the perfection of her ideal.

She should be tolerant of the weaknesses, the shortcomings, the failings of others, giving sympathetic and understanding help wherever possible. That teacher is to be pitied rather than blamed who constantly harangues certain students with evidences of their dumbness, silliness, and stupidity. Patience, tact, and tolerance will work wonders under rare circumstances.

She who cannot control self cannot hope to control others; so *she must be able always to answer quietly, considerately, and without emotion*. This quality is often developed thru long effort and much suffering, but it is well worth the trouble taken to cultivate it.

She must be punctual—able to do things at the right time, for the power of example in this respect is greatly needed among our people. The trait comes from a fine respect for the personalities of other people, for a consideration of their other duties, and involves the ability to value time—her own, and that of others.

She must be unselfish in her work and cheerful in the performance of her duties, no matter how disagreeable they may be; a smile accomplishes results that a frown will never bring. The finest teachers lead with love, rather than drive with fear, and what teacher wants to be a slave-driver? Human nature is so constituted that we are all more sensitive to the approach of interest, love, and sympathy. All of us prefer to be coaxed rather than forced, and there is no child who cannot be interested and loved into doing school tasks.

She should possess a sense of humor—a sense of proportion—which is the result of a knowledge of life; an analysis of situations, and a desire to make the best of things, no matter what comes. It increases with experience and understanding of life and of people, and will save the day on many an occasion.

She must experience a vital spiritual life which is full of faith in the power of the forces of the unseen world; which relies confidently upon prayer as a means of securing the necessary vision, equipment and results in all events of both personal and group life; which transforms difficulties and supplies purpose to the unceasing discipline which is so essential to the development of character.

To be a good leader, one must also be a good follower; willing to follow where her ignorance

compels, and willing to recognize and acknowledge superior ability wherever it rests.

Finally, *she should be a master of her subject*, ever seeking new material and better methods that she might give to her job the best of which she is capable, in the light of the best that is available on her work. She must recognize the relation between specific school subjects and life situations, for no subject is valuable for its own sake. Each must be woven into the whole pattern of student life, which is after all, the foundation of adult life. That boy who studies civics, and may make excellent marks in his tests, yet cannot name the mayor of his own city, or tell something of the officials of his own State, has attempted to learn that in which he sees no practical value. Modern educators tell us that children should learn ideas and activities in the way that they will use them in later life. In English, mathematics, history, science and other school subjects, the teacher must find and keep ever in mind the practical correlation between that particular subject and life, and draw the application definitely and strong, so that the pupil may see in education something vital and important. When he makes this discovery, we will have little difficulty in keeping Negro boys and girls in school thru the completion of their high school work. All of this involves thorough cooperation within the faculty; for English, to be effective, must be stressed—not in the English class alone, but in every class, that students may get the habit of correct thinking and speaking. Such an attitude presupposes an intense interest on the part of the teacher in her job, not for the money that it brings her, but for the pleasure and inner satisfaction of work well done; for the joy that comes to one at the realization of the mental growth and intellectual development of those eager boys and girls whom she teaches. I have heard of a certain teacher who dared to tell her class on one occasion: "I don't care whether you learn anything or not; I'll get my pay check just the same." She is not in reality a teacher, tho she poses as one. She is hardly more than a wage-earner, a grafter, trying to get as much as possible for the least possible effort. Cooking, nursing, or perhaps washing would better suit her outlook on life, for in dealing with young people during the most plastic, impressionable years, we need men and women who are consecrated to the purpose of lifting youth, of elevating ideals and standards, and it calls for rare leadership.

Activities related to instincts soon become habits—good or bad. We are the sum total of these habits—of all of our experiences. We must needs ever remember then that we build personality, not thru talking about what to do, or thru looking at what others do—tho these may contribute something—but thru living experiences, thru learning to control our emotions, thru intelligence and ideals that better guide our lives. Growth, to be most effective, must

be from within the individual; he must learn to use his own will and desires, must meet or evade responsibilities at his own peril, must try new things—develop new ways of doing old things, must be given opportunities to strengthen his own natural initiative—to know his own abilities and limitations. We are apt to judge harshly those young people who come out of school and seem to dodge places of leadership, who appear to live false to their possibilities; how many of us stop to consider even for a moment the chances which such young people have had previously to fill places of leadership, to live up to their fullest possibilities? Theirs is not always the blame, for too often, adult leaders crush out of youth all of the interest, vitality, and initiative, under the guise of helping them avoid mistakes. Man has made many mistakes on his march to the present stage of civilization; they were necessary mistakes, that he might build upon experience. So must youth make some mistakes, that they might know that every cause brings an effect. We want our schools to develop strong leadership for the future; then our schools must open opportunities—small ones at first—for those students who are capable of leadership, and must increase these opportunities in proportion as the students develop to the point of carrying them. Every student can be a leader in some way; every student is superior to his fellows in some respect, no matter how small; and our business as teachers is to discover those superior qualities, and assist all we can in their fullest development. It will take time, but it will be worth the waiting, in high type of leadership developed.

We cannot make young people do things that are good for them, but we can give them interesting information which will furnish stimuli and help them to set values one against the other and view them; the rest is up to the student, for the desire to learn—to do—must be a reaction from within. To this end, we must strive to stimulate curiosity, encourage the seeking, inquiring attitude, for on this instinct is based much of our real learning. Oh, that we might develop a race of young people, ablaze with inquisitiveness, afire with an eagerness to know the wherefore and why of everything about them; a group of young people not satisfied to take the teacher's word as final on any point, but using it only as the beginning of further and further research on the point; unsatisfied until they had found all there was to know about the subject.

Leadership implies guidance with vision—a vision of what young people want to do, of the opportunities and possibilities which we may open up to them, and of the fruitage which later these may bear for them in terms of life. In this sense, leadership involves a careful study of social and economic values, and carries with it a philosophy of life out of which the student from any walk of life may find for himself something which satisfies. Life is an adventure toward understanding; it was made to give peo-

ple a chance to think—to do—to live! Democratic education is pledged to the development of creative thinking, or real intellect, of real leadership on the part of all who participate in it; and it is to competent adult leadership, to fine and noble teachers that youth is looking today for the boat song by which he may paddle his own canoe.

What a beautiful picture Jesus must have presented when He fed the 5000 by the seaside; and again in His sermon on the Mount, when the multitude gathered about Him to hear from His lips concerning God's way of life. As He traveled thru the country doing good, healing the sick and afflicted, restoring sight to the blind, and raising the dead, He was living each day in accordance with His purpose: "I am come that they might have life, and that they might have it more abundantly." That they might have more abundant life thru His teachings, thru His example of leadership, thru His love for them. Jesus was a builder for the King, just as we are builders for that King, and in the words of H. R. Mann:

"Whence and whither, jolly pilgrims,
Whither ride ye forth today,
That like kings ye canter, canter,
Canter on the Kings highway?
What you quest, and what your token,
Be they blooms or bells ye wear?
Proud and princely are your trappings;
Can ye do the deeds ye dare?

Nay, but who be ye that ask us?
Up and with us as we ride!
The day is young, our hearts are free,
Our quest we do not hide.
We be pilgrims of the ages,
With a world to win or lose;
Gentle, simple, up be with us!
'Tis a daring task to choose.

We be pilgrims of the ages,
On a quest we mean to win;
We seek the Holy City,
We are builders for the King.
What the token? They be tokens
Of the colors white and blue;
You'll find them in the gardens,
In the early morning dew;
You'll find them in the wideness
Of the great far-reaching sky;
In the flashing wings of bluebirds,
As they mount on high.

Blue for hope, and white for honor;
These the tokens that we bring,
As we canter, canter, canter,
On the highway of the King,

With the true of all the ages,
With the brave of all the earth,
We are set as ancient sages,
And we dare the things of worth;
Pressing onward past the landmarks—
Of the ways our fathers went,
Dauntless, fearless, unrelenting—
All our will to this is bent.

We be pilgrims of the ages,
On a quest we mean to win;
We seek the Holy City;
We are builders for the King."

Builders of personality, moulders of character;
fashioners of intelligence; preservers of manhood
and womanhood.

Truly did Blynn E. Davis find the keynote in his little stanza called "Opportunity," for indeed—

"The teacher has the noblest task
The hungering heart of man could ask;
To point the way, to educate,
To vivify, to re-create,
To banish strife, bring surest hope
To light the way for those who grope;
To ope new worlds, throw steadying light,
Remove the doubt, confirm the right
With living fact in diligence,
To motivate intelligence;
With patient seeking, find the soul,
And nurture it to perfect whole;
With noblest art, make those who plod
Look up, and swing in touch with God."



Spring

(Continued from page 16)

to the full the honor that had been proffered. All of which he said was exemplified with beautiful simplicity in the words of the familiar nursery rhyme:

"What makes the lamb love Mary so?
The eager children cried.
'Tis Mary loves the lamb, you know,
The teacher then replied."

So, he said, this outburst of appreciation was but the reflex of the love which Mrs. Jones, herself, manifests for all those with whom she comes in contact.

At this point came Mrs. Jones' active participation in the program responding to the Principal's words in appreciation of all that had been said and done. It is hard to tell now what Mrs. Jones said: as always, her words were well chosen and fitting, but more impressive still was the quiet grace and sweet benignity with which she acknowledged her debt of love to all. She stood upon the dais before her throne, but she was oblivious of its symbolism; her eyes were wet with tears, but her voice was firm and even; her accents, as always, gentle and kind, and only the continuous wiping of her glasses with a kerchief, long since sodden with tears, betrayed the play of emotions within her breast. She looked every inch the queen that she was in the estimate and affection of the whole Institute and her words carried full persuasion that she loved even as she is beloved, and somehow the rest of us felt even more than before that we had honored ourselves, in thus doing honor to Mrs. Jones.

After that a feature was added that was not in the program in the form of a letter received by Mrs. Fair from Mr. and Mrs. William H. Terrell, brother and sister-in-law of Mrs. Jones and another letter from Dr. and Mrs. Emmett J. Scott of Washington, D. C., who, while connected with Tuskegee Institute, had been loyal friends and supporters of Mrs. Jones as the guide and mentor of their five children. With this letter a check was enclosed which supplemented the local testimonial.

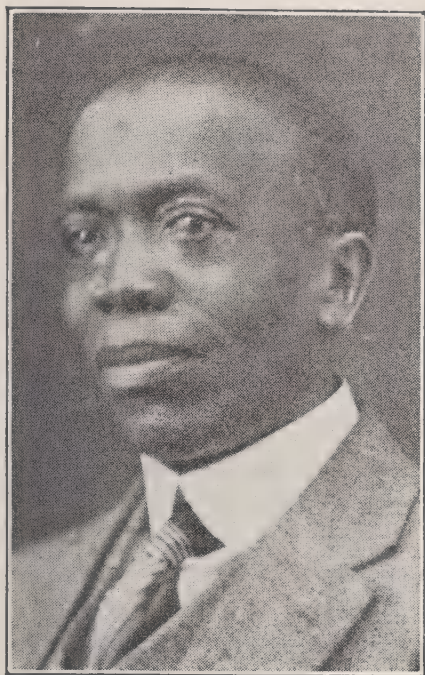
The program was brought to a close by singing "The End of a Perfect Day," in which the whole audience joined their voices. The next hour was spent in the serving of refreshments, a tasteful menu prepared by a former associate with Mrs. Jones in the work of the Children's House, who herself, now has a son among its pupils.

Nothing in the day's routine about the school house had indicated the forth-coming celebration. Some one was delegated to take Mrs. Jones promptly away from the building at four o'clock, and from that time on there was feverish activity in placing the decorations, in preparation for the refreshments, and when the company gathered at seven, the place was festooned with autumn leaves, trailing vines and glistening cones, all tinted in silver; the throne was in its place in the corner of the room where Mrs. Jones customarily stands by her desk to lead the devotional exercises of the day. Chairs were in place and the doors to adjoining rooms swung open to accommodate the over-flow which all knew would be on hand. The setting was perfect and everything moved without a hitch.

The event will be long remembered both for its simplicity and its genuineness. The program was without formality, and there was a spontaneity of expression and a fitness about each detail that made it seem just the right way in which to express the accumulated regard of the years. It is safe to say that no one in Tuskegee is more beloved than Mrs. Jones. It is equally true that no one at Tuskegee is more modest, more unselfish, more self-effacing than this same gracious lady, who, on the seventh of November, was crowned with the love and gratitude of the whole school and community.



Renewing Old Acquaintances and Making New Ones
at the Annual Meeting of the N. A. T. C. S.



S. J. Green, Principal
High School, New Orleans, La.

(Continued from page 9)

(good comfortable shoes, loose garments hanging from shoulders for girls, etc.) daily bowel movement; keeping fingers and pencils from the nose, eyes and ears; covering the mouth when sneezing or coughing; drinking plenty of water and sweet milk daily; eating leafy vegetables such as lettuce, turnips, spinach, daily, washing hands before retiring; washing hands after coming from toilet. Cheerfulness, engaging in music, reading, story-telling, games in the evenings.

Music

This is The Way We Wash Our Hands (tune of Mulberry Bush) Sweeping and Dusting (Riley and Gaynor Bk. 2.) Shall We Show You How The Farmer.

(Continued from page 12)

much better it would have been if the catalogue had published simple courses, setting forth honestly what could actually and accurately be done in the time allowed. How much better it would be for all schools to be real. We want our young people to get the habit of being genuine in what they do, and to be honest with themselves, and not to begin life with ideas of unreality and sham. We want our education to help people to like what is simple and real.

J. H. DILLARD.

(Courtesy of Mississippi Educational Journal.)

(Continued from page 12)

county and state systems. As these offices are created a little more hope of promotion is held out to the teacher in the ranks who has professional skill and administrative ability.

On the whole at the striking of the hour, the books of the teaching profession close upon a year that can show an appreciable surplus on the credit side of the ledger. Much remains yet to be achieved, but 1928 has given us hope that the teacher through individual progressiveness and group achievement may in the coming year do far more towards hastening the dawning of that better day for the profession for which he has so long waited.

J. C. WRIGHT.

(Continued from page 19)

ardly fashion, both good and bad whites suffer equally in the eyes of public opinion.

Tuskegee is the greatest institution of learning for Negroes on earth, and is steadily becoming greater. It is an important factor in the cultural development of the Negro race; and it is a compliment to both the white and black man that an establishment of this character should come to flower in what The Enquirer-Sun properly calls "the heart of the Black Belt." Here is a practical demonstration in intelligent good will between races for all the world to see.

Prof. Work is one of the ablest men on the faculty of Tuskegee and The Advertiser is gratified that his services have been properly recognized.—*Montgomery Advertiser*.

(Continued from page 19)

information, and we are encouraged by the progress that is being made in reaching this goal. In one city where the medical inspection is particularly well-done credit is given the teachers in their rating for the use of the carefully made records of the medical examinations which are kept in the schools.

In the cities where the superintendents recognize health as the first objective in education, they make provision for school health work in their budget, in their daily schedules, in their equipment and in their staffs, and the results in the lives of the children show the effectiveness of this type of help to teachers.

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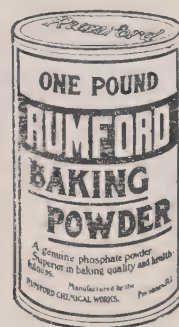
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*Official Organ of the National Association of Teachers
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VOL. IX

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VOL. IX

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TABLE OF CONTENTS

	Page
Some Salient Facts, S. L. Smith.....	5
Summer Schools for Colored Teachers, Jackson Davis.....	7
Teaching the Elementary Child to Develop, E. E. Matthews.....	8
Fifteenth Annual Negro Health Week.....	9
The Editor's Page.....	10
The Value of Manuscript Writing, H. A. Whiting.....	12
Public School Music Methods.....	13
Clinics and Sanatoria, Dr. B. A. Crichlow.....	14
Selling French, Willie M. King.....	15
Mastery of Penmanship, Christine Ernst.....	16
Our New Teacher Don't Know Much; She Can't Write Yet, Helen Mitchell.....	17
Children Are Born Imitators.....	17
The Hampton Institute European Tour, A. Ogden Porter.....	18

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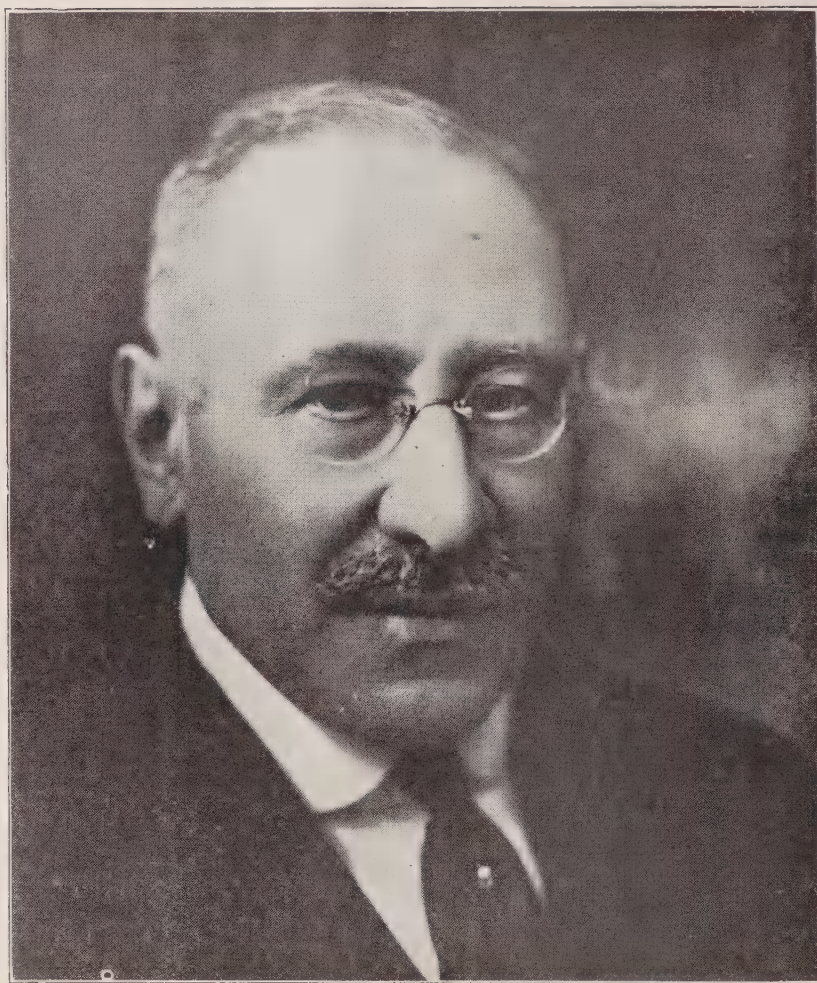
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"THE BUILDER OF SCHOOLS"

THE BULLETIN

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Some Salient Facts

By S. L. Smith

One rural Negro school in every five is a Rosenwald school. One elementary school in every fifty in the United States is a Rosenwald school.

More than one-third of all rural Negro children enrolled and teachers employed in rural Negro schools last year were in Rosenwald schools (35.0%).

The number of elementary children enrolled in the Negro schools of the fourteen Southern states, 1925-26, was 28.0 per cent of all elementary pupils enrolled in these states that year, and 10.2 per cent of all elementary pupils enrolled in the United States.

One elementary pupil in every forty enrolled in the United States (1926) could be seated comfortably in the 4,138 Rosenwald schools, and one teacher in every 55 could find a modern Rosenwald classroom in which to teach.

Scholastics

There were 3,041,447 Negro children of school age 6 to 18 years in most of the states but 6 to 20 in one or two) in the fourteen Southern states for the year ending June 30, 1927, according to reports from the State Agents. Of this number 2,151,018

are classed as rural (70.7%), and 890,429 as city (29.3%). In some states where rural and urban were combined careful estimates based on reliable ratios were made. The average number of rural scholastics per school was 97. The pupil capacity of the Rosenwald schools is sufficient to accommodate 23.4 per cent of the total Negro rural scholastics in the fourteen Southern states, or 16.8 per cent of all Negro scholastics—rural and city. Table 1 gives details by states.

Enrollment

The total enrollment in the 22,494 rural Negro schools for the year ending June 30, 1927 was 1,457,495 or an average of 65 per school. 69.2 per cent of all Negro scholastics were enrolled in 1926-27, while the rural enrollment was 67.7 per cent. No accurate data for those attending private schools are available, but doubtless this number would increase the enrollment to more than 75 per cent of the scholastics.

While the average enrollment for all rural Negro schools is only 65, it is interesting to note by way of comparison that the average pupil capacity of the



Hobson Chapel School (Three-Teacher School, a Shop, and a Teachers' Home),
Coahoma County, Mississippi

Rosenwald schools to July 1, 1928 is 124, indicating that the average size of the Rosenwald schools is practically double that of all Negro schools.

The pupil capacity of the Rosenwald schools is sufficient to take care of 35.0 per cent of all rural Negro children enrolled in 1926-27, Arkansas leading (53.5%), Oklahoma second (50.7%) Tennessee third (50.6%), and Louisiana fourth (50.0%). Georgia is at the bottom on this score (14.3%), Florida next above (20.3%), and Alabama third from the bottom (24.2%). It is interesting to note that the pupil capacity of the Rosenwald schools is 24.2 per cent of the total enrollment in all Negro schools—rural and city—in 1926-27.

The enrollment in the Negro public schools was 28.0 per cent of the total enrollment in all public elementary schools (white and colored, rural and urban) in the fourteen Southern states, and 10.2 per cent of the total enrollment in the 215,439 public elementary schools of the United States for 1925-26. (The total enrollment in Negro Public elementary schools that year was 2,078,116, and in the United States 20,310,771).

Teachers

There were 31,838 rural Negro teachers employed in the public schools of these 14 states for the year ending June 30, 1927, or an average of one teacher for every 45 pupils enrolled compared with 46 in the previous year.

The capacity of the Rosenwald schools is 35.3 per cent of all rural Negro teachers employed, Louisiana leading (53.5%), Tennessee coming second (48.9%), and North Carolina third (46.3%). Georgia ranks lowest 15.5%), Florida second from the bottom (19.7%), and Alabama third from last (29.1%). Carrying the comparisons further, it is found that the teacher capacity of the Rosenwald schools equals 24.1 per cent of all Negro teachers—rural and city—employed 1926-27.

It will be observed that wherever the teacher load is heavy—more than 45 per teacher—the per cent of teacher capacity in the Rosenwald schools compared with all teachers employed will be greater than the per cent of the pupil capacity to all pupils and vice versa. It is interesting to note that the average number of pupils enrolled per teacher (45) was exactly the same as the pupil capacity of a Rosenwald classroom.

Length of Term

A most hopeful sign of development in the rural Negro schools is seen in the gradual increase of the school terms for the various states. From the best information available it seems that the average term in the fourteen Southern states for 1914-15—the year Mr. Rosenwald decided to enter the field of schoolhouse construction in Alabama—was not more than 4.5 months, varying from less than 3 months in

two or three of the states up to about 6 months in one or two states.

Reasonably accurate records for 1926-27 show the average term in the 22,494 rural Negro schools to be 6.5 months, as follows: Alabama 6.1, Arkansas 6.3, Florida 5.1, Georgia 7.0, Kentucky 7.5, Louisiana 4.5 (cut short by flood), Maryland 8.3, Mississippi 6.0 (1925-26), North Carolina 6.3, Oklahoma 8.0, South Carolina 4.8, Tennessee 7.0, Texas 5.8, and Virginia 6.9.

Table 3 shows comparisons in length of term by states for 1925-26 (6.0), 1926-27 (6.5), and the Rosenwald schools built 1927-28 (7.2). It will be seen that the average term increased one-half month for 1926-27, and that the term in the Rosenwald schools built 1927-28 was about three-fourths of a month longer than the average for all rural Negro schools Tennessee leading (8.2), Oklahoma second (8.1), and Maryland third (8.0). Alabama and Louisiana tie for the bottom place (6.5) and Florida comes next (6.6).

There are still some counties in the South where the term for the Negro schools is but little more than 3 months, but it is encouraging to see the number of such counties decreasing each year. Many counties of the South have very short terms for the white children also. The average for the rural Negro schools in a few states is longer than for the white in other Southern states. There is a tendency to run all the rural schools of a county the same number of months for both white and colored. For example, in Tennessee ten years ago the average length of term for all rural schools (white and colored) was 5.5 months while for 1927-28 all counties except three or four gave the Negro schools 8 months or more. Similar examples in other states could be pointed out.

High Schools

For the purpose of stimulating county training schools and county high schools in meeting state requirements for standardization of two year and four year rating, the Fund increased its type allotment for 1926-27 from a six-teacher maximum to a nine teacher or larger (raised to a ten-teacher the following year), and the maximum amount of aid from \$1,500 to \$2,100.

In going over the inspection reports submitted by the State Agents and State Superintendents, we find that the fund in this two year period gave aid in erecting new buildings and adding to Rosenwald schools where the maximum aid had already been given, on a total of 166 high schools—19 two three year, and 47 four year.

Not all these schools drew on this increased allotment because some of the two year high schools are in the five and six-teacher types, but to offset this there are a few seven and eight-teacher types doing

(Continued on page 20)

Summer Schools for Colored Teachers

By Jackson Davis

The provision of summer schools for teachers by the various states is an effort to improve the teacher in service that is wholly praiseworthy and encouraging. Advancing requirements for teachers' certificates are being set up, and all who do not measure up to these requirements are given a limited time in which to make up their deficiencies. Salaries, while pitifully low in many cases, are gradually increasing and the increases are going to those who obtain the higher grades of certificates.

The pressure from the state and the ambition of the teachers to measure up to what is expected of them cause a rush to the summer schools. It is thought that perhaps 20,000 colored teachers, nearly half the total number employed, attended a summer school in 1928. Alabama had an even better record with an attendance of 3,000 out of a total of 4,500 teachers. Some of these teachers receive as little as \$30 a month. They pay from \$18 to \$20 a month for board and room in addition to the moderate tuition fees. It is clearly a struggle for such teachers to spend six and even twelve weeks in a summer school, but they look well-dressed, well-mannered and happy with few exceptions.

On the face of it, the organization looks like a good example of the factory system of mass production. Certainly it is a huge undertaking to try to reach such a large number of teachers, many of whom with a very poor background of home training and of schooling. The step forward in social justice and democracy which it implies is so heartening that it will temper any criticism that I have to offer, and it because of the difficulty and the importance of the task those who are engaged in it want all the light and help possible, and certainly they look to their experience from year to year for mistakes to avoid.

I am therefore setting down the observations that I made in a round of visits to 15 summer schools rolling over 7,000 teachers. So far as the size of classes is concerned, I was pleased to see very little crowding. There were many classes with less than thirty and few of more than forty. Instructors are acquainted with students; they frequently called on them by name, and, in general, there was good participation in the discussions.

The courses in primary methods are in general the bright and shining lights of the summer schools. Here the teachers review the primary subjects, especially reading; collect much valuable material in their note-books, and follow a skilled teacher in her experience and methods with little children. For the most rural and elementary teachers nothing better can be done than to help them to teach reading more effectively.

When we get beyond the primary grades, we are not so sure of our ground. Instructors frequently told me that they found too late that many students had been poorly classified, and they were taking courses too difficult for them. There were serious gaps in their preliminary work. Naturally this is a difficult matter to handle in dealing with mature men and women whose early education has been obtained under so many handicaps and irregularities; but I feel safe in saying that a large part of the summer school work is not thoroughly done because the text books and the courses are too difficult. The students simply struggle to keep up. They memorize without thinking and assimilating. The instructor becomes used to this kind of performance and gives a passing grade to the majority. This does not make for intellectual growth.

Not only are the texts and courses frequently too difficult, but they are in many cases poorly chosen. The teachers and prospective teachers are not working to the best advantage on the materials that would contribute most to their own intellectual development and their skill in teaching. We assume that their general education is better than the facts warrant, and we take courses from teachers' colleges designed often to follow a college course and put our students to work on them. Especially is this true of psychology. It happened that I visited several classes in psychology in three summer schools on successive days. The experience brought to mind an incident at one of our Southern universities. A teacher, a summer school student, dropped into a class in German. All the conversation of the class was carried on in the German tongue. The instructor getting no response from the new member of the class, finally asked her in English if she meant to take this class in German. "Oh, is this German?" she said, "I thought it was psychology!"

This is an exaggerated case, but I have been in some classes in psychology in which the students were getting no more good from it, and yet because of the general reverence for it among the upper class of the profession, they sat passively on, hoping for some gleams of light through the dark curtains.

In the first class visited, I found a brisk discussion. The instructor had just quoted someone to the effect that "psychology had already lost its soul and was now losing its mind." One of the mature members of the class, a teacher of experience, began to discuss religion and to tell how she fostered religious ideals through the daily experiences of the school. The instructor tried to steer the discussion and threw out several questions, but he made no headway. The class was floundering in deep and muddy water. I left the

(Continued on page 21)

Teaching the Elementary Child to Develop

E. E. Matthews, Tallahassee, Fla.

John Dewey has said "Education is Life." It is one thing to exist and another thing to live. It is easy enough to exist. Place a man in a cave with sufficient food and water and he will exist. When a man earns two dollars a day and spends two dollars a day for food and clothing, sleeps and works day in and day out; week in and week out, in the same environment with the same wages, he is existing. But when a man shares in the experiences of his neighbor and lives for something besides food and clothing that is life. Our problem is to educate the youth to live. To live as I have defined living, one must develop health, character and a degree of scholarship.

Today we are asking the question "How can the Elementary School and the teaching of the Elementary School subjects contribute to the health, character development, scholarship and social needs of the Negro child, thru participation in general school activities. "The next question of course is why we are so concerned with this development during the elementary period of his education—why not wait later? high school or college—when the child is older and as some would say, better able to understand. The fact remains that three-fifths of our youths today never go farther than the elementary school. Then too, as Hobhouse says in his book on "Moral Evolution," the mind of the child during the first stage of adolescence is more plastic and hence retains in a *more usable* form a larger portion of the ideas and ideals received then than later. It is in the elementary school where we must mould the man to live and not to exist.

To read, write, spell and figure accurately was the sixteenth century idea of education. But the educated man of today is one who is a social unit. Since education means to live; and we can exist alone but we cannot live alone, it is left with us to determine what is the greatest factor in teaching us to live with others—in teaching the youth to live with others. B. P. Boyd in his book entitled "Extra Curricular activities and Scholarship" states that it is impossible to teach a dog to do stunts by merely telling him to do so. John Dewey in his book on Extra Curricula tells of a school where boys and girls were taught to swim without a pool; when they

attempted to swim in water they drowned. So it is with youth. You can not teach to properly control himself and live with others without constantly putting him through the stunts. Hence, we conclude that it is the work of our extra-curricular activities to prepare youth to live.

Briggs says "There are two underlying principles of extra-curricular activities. First, they offer to the school its best opportunity to help pupils do certain desirable things that they are going to do any way; that is to say; take their places as members of social units and exercise each according to his ability, those qualities of leadership, initiative, cooperation and intelligent obedience, all fundamental in society. Second, they offer a ready channel through which the school may utilize the spontaneous interests and activities of the adolescent and thru these lead

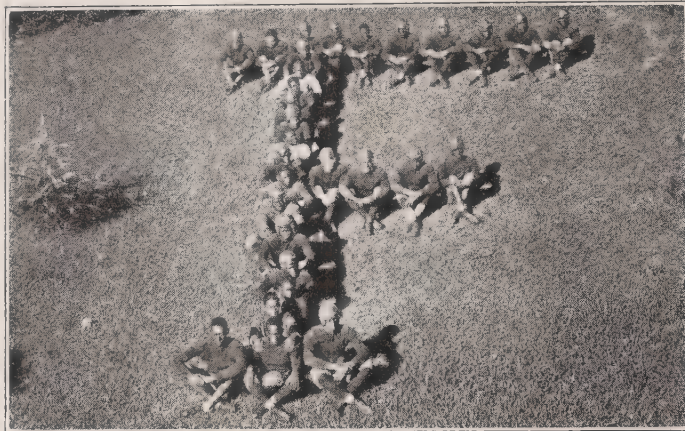
to higher types of activities and make them both desired and possible of attainment."

We have contented ourselves for a long time with discussing efficient citizenship of the Negro youth, proper attitudes toward life, and the ability to work in a unit, and share in the experiences of others. The attaining of these ends we accept as the true and ultimate end of our work. We pride ourselves upon the fact that we are training our boys and girls to be good citizens in any community, white or black. Are we really doing this?

Chas. F. Allen says "What coach would think of training a football team aside from on the gridiron. Coaches are not content with daily practices and scrimmages. They even spend hundreds of dollars scouting opposing scheduled teams, that they may train their men to overcome the only problems, which they will encounter in the contests, yet we as teachers can give only skull practice." There must be a gridiron for us to train our youths in participation in life. The school is the gridiron and the training must be given in the plastic, adolescent age.

I have told you that education means life; for the men of tomorrow to live properly, the youth of today must take a part in the general or as I often put the extra-curricular activities of the school. I have to refrain from being like the Co. Witch doctor, who diagnosed a case but did not cure it.

(Continued on page 26)



Football Squad, Famcee 1928

Fifteenth Annual Negro Health Week to be Observed March 31---April 7, 1929

Objectives for the Year 1929 "A Complete Health Examination for Everybody"

In compliance with the resolutions of the National Negro Business League, and in cooperation with the Annual Tuskegee Negro Conference, and other important organizations, this invitation is extended to the following agencies and organizations to unite in the observance of the Fifteenth Annual National Negro Health Week from March 31 through April

The United States Public Health Service, the National Health Council, the National Medical Association, the National Tuberculosis Association, the National Association of Graduate Nurses, the National Organization for Public Health Nursing, the American Red Cross, the American Social Hygiene Association, the National Child Welfare Association, the American Child Health Association, the National Health Circle for Colored People, the National Clean-Up and Paint-Up Bureau, the National Federation of Colored Women's Clubs, the National League on Urban Conditions, the Commission on Inter-racial Cooperation, the Young Men's and Young Women's Christian Associations, the National Association of Teachers in Colored Schools, the Associated Negro Press, the National Negro Press Association, the State Boards of Health, City Boards of Health, State Medical Associations, Annual Church Conferences and Associations, fraternal organizations, insurance companies, farmers' conferences, local schools and churches.

The United States Public Health Service has again prepared the Health Week Bulletin. It is ready for distribution and copies of the same may be secured by application to the United States Public Health Service, Washington, D. C., or to Tuskegee Institute, Alabama.

The National Clean-Up and Paint-Up Bureau is again offering prizes as follows: To the rural community, (county wide) making the best showing in Health Week observance; to the city of less than one hundred thousand; and to the city of more than one hundred thousand making the best showings in their respective classes. An additional sweep-stakes prize will be given to which every one of the three prize winners that in competitive comparison with the other two winners receives the highest rating. It is therefore, possible for a community or city to win Health Week prizes.

Preliminary Organization

The personnel of your organization will determine to a large extent your possible success. No program for health can hope to succeed in full measure unless it impresses all of the leadership forces of the

community. Seek, therefore, to tie up in your preliminary organization all of the civic, religious, social, political, educational, and other agencies in your community which might have an interest in this program. Also, do not forget the very important business groups.

It is suggested that, as a first step, a meeting be called at which certain prominent speakers will explain the plan to the leaders present. This preliminary conference is a meeting of the leaders, not a meeting of the rank and file.

Organization

Out of this preliminary meeting of leaders should develop the permanent organization for Negro Health Week. Make the organization as simple and elastic as possible. A suggested form of organization is as follows:

(a) An executive (or steering) committee to consist of not more than seven or nine persons who shall be the outstanding leaders in the community. This committee will have complete direction of the entire campaign, and all other committees or subcommittees of it and should report to it on their progress from time to time. This steering committee, therefore, should be selected with the utmost care, and it is well for the leaders of the preliminary meeting to have a carefully considered program thought over in advance of the meeting in order to insure the presence of the right persons on the committee.

(b) A special day committee for each of the special days in Negro Health Week as outlined later in this bulletin.

(c) A sub-committee on supplies and materials. This committee should be responsible for securing such special supplies as may be needed, including printed matter of various kinds from all sorts of organizations.

(d) A sub-committee on finance. In certain communities it will take some money to carry on a good program. However the subcommittee on finance may be omitted and this detail may be intrusted to the steering committee.

(e) Committee on cooperation. A sub-committee on cooperation should be appointed for securing the best possible cooperation from health and social agencies among both colored and white groups.

(f) Committee on newspaper publicity. This committee will have charge of all newspaper publicity and should secure from all subcommittees at inter-

(Continued on page 20)

THE EDITOR'S PAGE

The Bulletin

Official Organ of the National Association
of Teachers in Colored Schools.

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BIRTHDAYS

Abraham Lincoln (1809-1865) 16th President United States. "The years since his death have served to raise rather than to lower the general estimate of his service to the Union and of the high moral qualities which his character exemplified."

Frederick Douglass (1817-1895), an American lecturer and journalist, son of a Negro slave born at Tuckaboe in Maryland. He taught himself to read and write and showed talent as an orator. He was employed in the Anti-Slavery Society as one of its lecturers, and also published several anti-slavery papers. He published his autobiography in 1845, later made a successful lecturing tour in England. After the war he started a journal entitled *The New National Era*. Douglass was appointed secretary of the Commission to Santo Domingo in 1871, presidential election for New Year in 1872, later Marshal for the District of Columbia, recorder of deeds for that district, and United States Minister to Haiti.



We rejoice with President John W. Davis that the West Virginia Collegiate Institute has been voted a full member of the Association of American Colleges. The purpose of the Association of American Colleges is to promote higher education in all of its forms.

Claude McKay's "Home to Harlem" will be widely read but "Ebony and Topaz: A Collectanea", issued by the magazine *Opportunity*, will make hardly a ripple in our literary world. Sad but true! "Home to Harlem" is the kind of thing one wants to take a bath after reading. It was written because the author was "dead broke" in Europe and wanted to get back to the U. S. A. The sort of thing he knew would immediately be snapped up in the publishing world was the sort of thing he set himself to write. The sale of the book has justified his expectations.

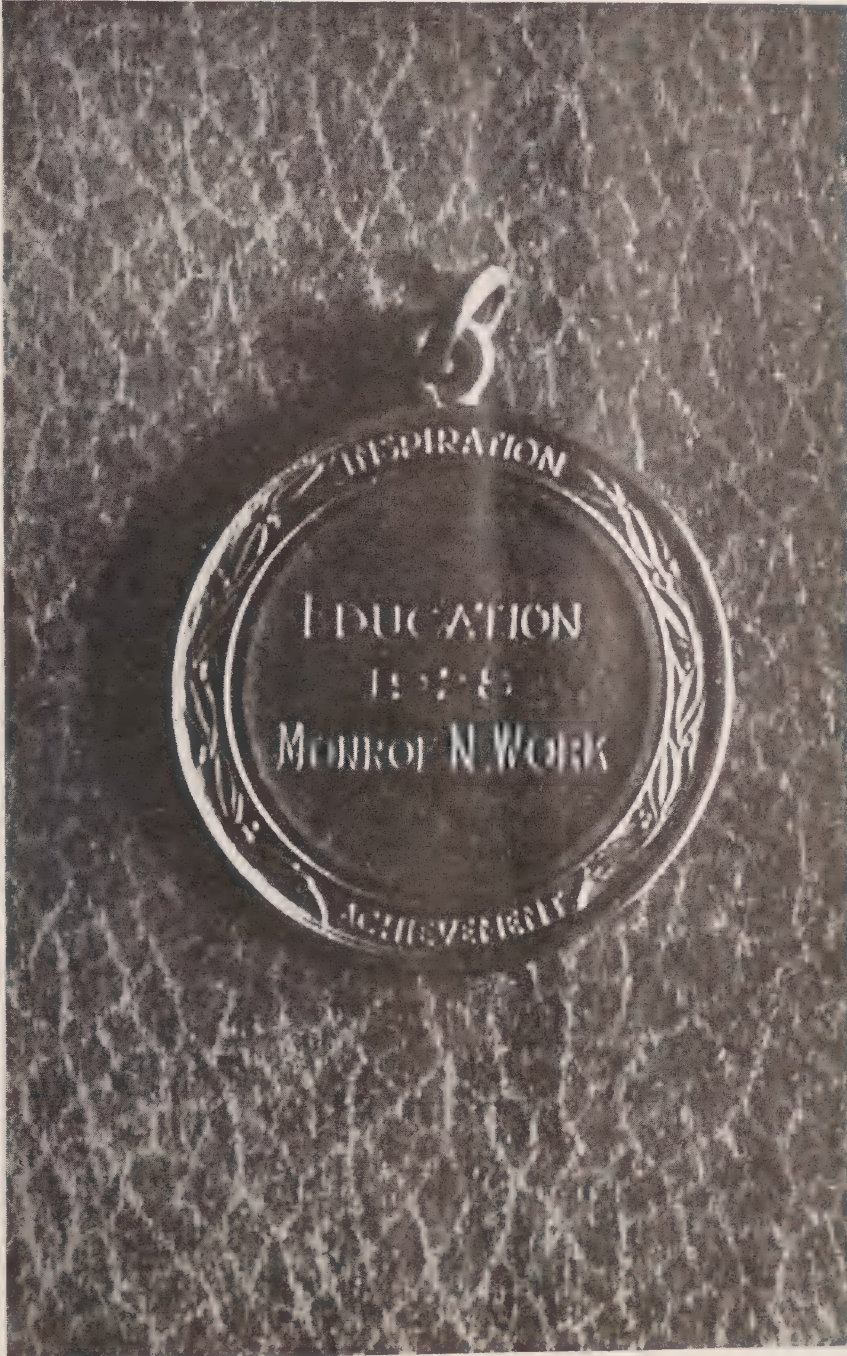
"Ebony and Topaz" is one of the most delightful compilations the writer has ever had in her hands from the literary, the artistic and the mechanical point of view. The format is the best; the discriminating sense that took from the wealth of fine material these 160 pages, is unmistakable; the book is one that will be kept till the last day a person lives. The book is worth all of five dollars—and sells for three, at the office of *Opportunity*, 17 Madison Avenue. Get it and say a prayer for this reviewer, you turn every leaf.

The couplet from Edna St. Vincent Millay—which Mr. L. Hollingsworth Wood quotes in his brief Foreword—is almost worth the price of the work. Mr. Wood is warning against prejudice; and concludes with the words:

He whose soul is flat, the sky
Will fall in on him, by and by.

adding "Those who claim to recognize her thought—will follow with zest the explorations of appraising eyes—made available to us, in attractive form, these pages."

—Blanche Watson.



The Value of Manuscript Writing

H. A. Whiting

Part I

Manuscript writing is superior for beginners because of its sheer simplicity, as it is a combination of the straight line, the circle and parts of the circle. This simplicity of structure makes the writing more legible. Being more legible, it is easier to read. Reading and writing, therefore are taught simultaneously as there is need for knowing but one alphabet. This fact makes for the improvement of one's spelling as the mental image of the written word is the same as the printed form.

Manuscript writing has a decided quality of beauty. Aside from the aesthetic value, there is lesser fatigue in its execution—the writing becomes more recreational.

All of the above recommendations make for desirable attitudes on the part of the learner as the activity is accompanied by the satisfaction of success, which naturally leaves a tendency to further pursue it or proceed to other acts somewhat related or both.

The advantages of manuscript writing with respect to the teacher are closely related to those of the pupil. Manuscript writing being simple in construction and therefore more legible is easier to teach.

Since but one alphabet is necessary to be taught the simultaneous teaching of reading and writing allows more time for other work.

Manuscript writing is useful in general as the adult usually has two hand-writings, one polite and legible for social purposes; the other more rapid,

less legible for personal use. The knowledge of this art will bring about a great improvement in amateur poster work. In lieu of such offenses as distorted letters (N, S) the general mixture of capitals and small letters (rePair) or script and print used indiscriminately (shoes), all of which give one an unpleasant jolt, we will behold in public places work of beauty and precision.

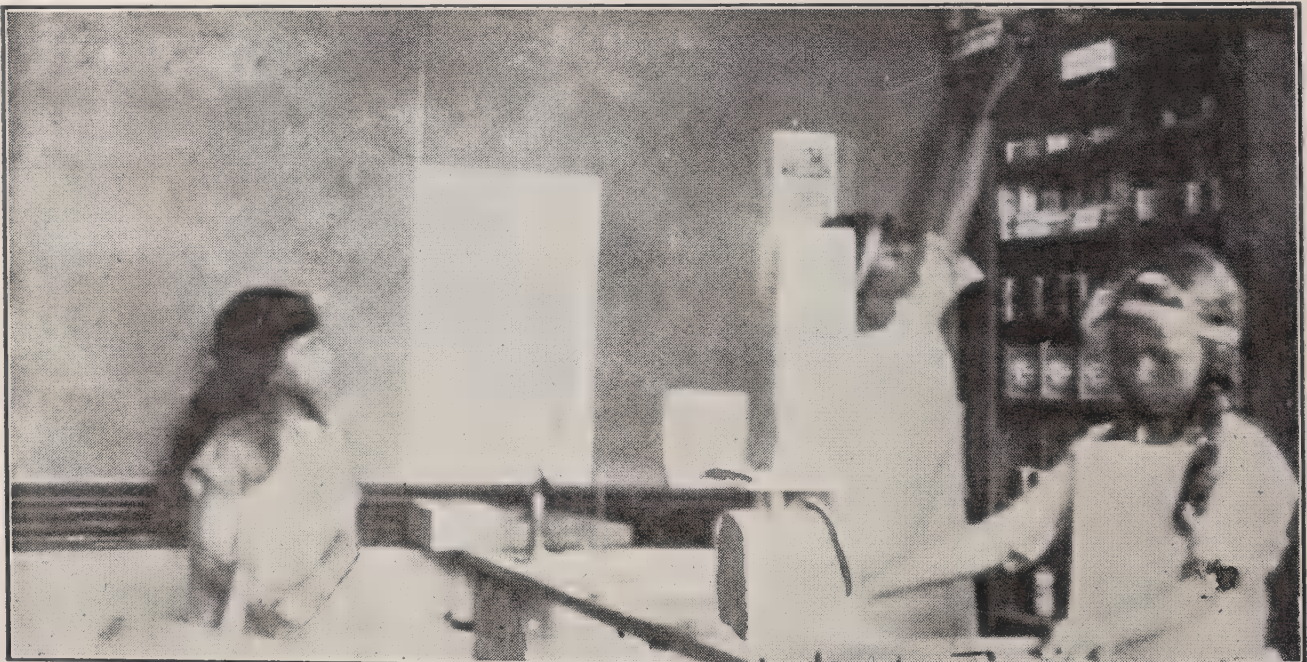
Manuscript writing is decidedly artistic on place cards. It is an asset in addressing parcel post packages, in writing mail orders, in making labels, and in making files.

Business concerns in England are emphasizing manuscript writing for its clerical workers as it makes for efficiency. Since it is more legible, much energy and expense is saved beyond question.

Part II

Activities, Methods and Attainments in Manuscript Writing for Student Teachers

My classes and I have used manuscript writing in two ways the first being—the making of signs for our community (class room.) So, if you should visit us you would find "Progress Community" over our door in manuscript writing; the names Montgomery Road, Booker T. Washington Road, Roosevelt Road, Moton Road, etc., respectively, pasted in front of each row. The sign Library appears over the case of reference books; Reading Table (with educational journals, etc.) and Bulletin Board are likewise designated; Community Store, with its appropriate price lists and labels; Post Office and Court House.



This class organization requires a number of committees, the names and members of which are posted.

The second way in which we have used manuscript writing is to correlate it with our work as the following illustrations will indicate.

When the students are doing practice teaching in the rural communities, they are expected to keep in close touch with us. Their letters are sent to the school in my care. After reading, I place them in our Post Office and adjust the signal which means mail, so that the students may read when it is convenient.

We discuss the particular problems which confront these teachers and organize to work out suggestions and material to help them. In a short time, the packages of suggestions, flash cards for word drill, number cards, mimeographed material, etc., are on their way to their respective places.

We also use this writing in making reading charts, class newspapers, seat work, posters for entertainments, labels, filing cases, black board notices, reports on readings, health charts, scrap books, standards for Better Speech and other school pageants and parades.

We have found manuscript writing of value in compiling our Community (class room) Journal in response to requests that a record of our various class experiences may be available to others.

During the summer school, in connection with teaching methods in reading, it is astonishing how readily these mature teachers acquire this writing after they have reached the point in the course where they feel the need of it, see its practicability—and are anxious to learn it.

As to the methods of teaching manuscript writing to teachers I should say:

1. Attention should be given to the proper position of students.

2. The letters should be made large at the beginning and gradually diminish their size.

3. Speed should be subordinated to accuracy in the initial lessons.

4. The instructor in demonstrating, should write something of general interest to the group.

5. The steps in teaching the student teachers might be similar to the following:

a. The instructor writes slowly and carefully, on the black board.

b. The teachers imitate at their seats or on the board.

c. The instructor writes the same thing again and erases.

d. The teachers visualize and write.

e. The instructor, goes around, encouraging all or giving help to those who need it.

f. If there is a general difficulty throughout the class, she uses the black board for instruction—otherwise individual help at the seats is in order.

(Continued on page 23)

PUBLIC SCHOOL MUSIC METHODS

Second Grade Material

I. During the first month **review** twenty or twenty-five best songs which were taught in the First Grade. Also teach a few new ones. In the meantime work with monotone. Review clapping and other First Grade work.

II. Teach or review eight or ten songs suitable for observation work and add **syllables** as second verse. Have these sung by rows and individuals frequently.

III. When the syllables for several songs are learned, place a **picture** of these on the board; that is, **copying notes** on the board and **point** as they sing. Teach individual children to point, each in turn. Use only songs with the **quarter note** as the **beat note**, and insist rigidly upon **two points** for d, **three points** for d., etc.

IV. Place all eight or ten observation songs on the board in this way, two or three at a time, and see that every child learns to point. This will, perhaps, take up the remainder of the term until Christmas. While using the last songs on the list, review the first ones often,—sometimes, in **different keys**,—this will show them that **Do** is changeable.

While doing this work call attention to the **upper** figure of the **measure** signature, and have them note whether the song is in **two, three, or four** beat measure. Before long use books containing these same songs, **each** child pointing. The chief value of these observation songs is that the child learns first, the notation of the **rhythm**; second, **three or four** beat measure; third, that **higher** notes on the **staff**, means **higher tones** and vice versa.

V. While working under II, III and IV, as noted above, continue to use **one-half** period **every day** for rote work, teaching a number of long songs and reviewing many of Grade I.

VI. About January 1, teach one or more **scale** songs, and develop for the children the scale, both **ascending** and **descending** (rhythm). **Play** or **sing** the scale and ask if it, the scale, is up or down. Teach in **two, three** and **four** beat measure, placing it on the board.

VII. Change the scale somewhat making-up step melodies in two, three, or four beat measures, beginning alternately on high and low **do**. This should be easy enough to be read correctly, the first or second time. Use **different keys**, but say nothing of **Key Signature**, except to tell them where **Do** is. The best keys are E, E Flat, or F.

VIII. After the children have learned to read fluently, any scale melody, teach them the tonic **chord**, up and down. Show notation for some songs possibly in several keys. Then put easy melodies on the board, applying both scale, and the tonic chord. Have books with same kind of material in the children's hands if possible.

IX. Have **ear-training** at almost each lesson. Take first the class, then rows, then individuals. (Do, re, mi.)

(Continued on page 27)

Clinics and Sanatoria

Dr. B. A. Crichlow

Superintendent, State Colored Tuberculosis Sanitarium, Denmar, West Va.

The word sanitarium as you well know means health-giving. In the early ages all kinds of methods were resorted to, to aid in the fight for freedom from diseases which played havoc among the peoples of that age. Methods which were by no means helpful to the physician nor the patient; but time in its flight has brought with it many changes that can better be imagined than expressed. Man has risen to a standard of intelligence that would be hard to define. Peoples of all races are working side by side giving a helpful hand in combating the many prevalent diseases common to man. All over the world men and women have given and are still giving their time, their labor, their study and some their lives in trying to find methods for the relief of suffering humanity, among whom might be mentioned:—Louis Pasteur, a French Scientist, who gave to the world the anti-toxin for the prevention of certain diseases such as Hydrophobia. Dr. Nogouchi, a Japanese Bacteriologist who invented the serum reaction test for syphilis. Sir Joseph Lister, an English surgeon, who was the originator of Aseptic Surgery. Edward Jenner who established vaccination for small-pox. Madame Curie of Paris who discovered Radium used so much at the present time in the treatment of cancer, and our own Dr. W. C. Gorgas of Panama Canal Zone fame who, together with his assistant Dr. Jesse Lazear made it possible for safe habitation in the Canal Zone by wiping out yellow fever. Education, Science or whatever you might call it, is the result of the great and many achievements that have been brought about in the past few decades.

How were clinics and sanatoria brought about? What motives were at the bottom of these two things? Daily one saw the havoc that was being wrought by the terrible scourge of a disease known as tuberculosis. A disease which was fast wiping out the flower of the land, as it is well known that tuberculosis is commonly found between the ages of fifteen and forty. There was a time when men were at a loss to know what to do or where to go for relief when it was known that they were attacked with this fearful disease. At such a time, men thought that when anyone had contracted the disease he was doomed to die. People were afraid to even come in contact with those who were less fortunate than themselves, for fear of contracting the disease. No one thought that there would ever come a time when the eyes of the world would be opened and prophylactic measures for the want of knowledge pertaining to this dreadful disease. Men who in every sense of the word were great scholars, poets, and scientists among whom we might mention:—Keats, Chopin, Cecil Rhodes, John Paul Jones, Robert Louis Steven-

son, Christy Mathewson, Toussaint L'Ouverture and last but not least our own beloved poet Paul Lawrence Dunbar.

When one read the death rate of any country the highest percentage pointed to the white plague commonly known as tuberculosis. There was every reason for fear on the part of healthy people who came in touch with the disease, due to ignorance on their part as to how and what preventive measures were to be procured in handling the disease. Is it any wonder that men were left to take care of themselves and die in despair? Today we have been blessed with the equipment necessary to the stay of the disease. Let us then pay homage to that pioneer of pioneers, Robert Koch, who by dint of perseverance in his bacteriological laboratory gave to the world in 1882 the direct cause of tuberculosis—the *Tubercle Bacillus*. From that time on, efforts have been and are still being made to conquer this terrible disease.

At one time when tuberculosis was ravishing the people of the white race did they stand aside and look on in amazement when they saw their brothers and sisters were doomed to die? No! they immediately set to work and founded associations and other health agencies whereby every effort was made to conquer the dreadful scourge.

As is generally known at the present time, tuberculosis is more prevalent among the Negro race. Statistics show that to every one case of tuberculosis among the white race there are four amongst the Negro race in ratio to population. What are we doing to better this condition for our group? What efforts are we putting forth for the relief of this great scourge among our people? Let us not

(Continued on page 22)



FAMCEE'S SANITARIUM
A Pleasant Place to go When Sick

Selling French

By Willie M. King

Foreign languages are more or less popular with high school students. That depends, of course, upon the kind of language offered in the school course, the stress laid upon them in the school curriculum, the interest created and the student's need, whether immediate or remote. In a high school, for instance, where English, French and Latin are being offered, the teacher will find it necessary, perhaps, to put forth extra efforts in making the foreign languages attractive to the students; in other word, the language teacher will have to "sell" French and Latin to the students. This may be done easily by a little systematic planning and the right procedure.

The French language, perhaps, because of its beauty, flexibility, and rhythm appeals more readily to students than many other foreign languages. Because of America's close relationship with France in politics, commerce, government, aviation, art and industry, the French language has increased in popularity in our schools, especially since the World War. Many who do not take French because they never expect to go abroad, to be French teachers or even for its cultural value, take it as a matter of novelty. Usually in any class of a foreign language, we find a few students who just seem to have drifted there and they can give no specific reasons why they are there. The teacher, then, is expected to reach this class of students who are perhaps indifferent to all efforts because they have no definite purpose in view.

The French language is so beautiful and affords such a wealth of interesting material for study that with little effort on the part of the teacher the dull-est student may be led to manifest some interest in some phase of the work. Perhaps, in teaching French the average teacher will find the most difficult problem to be that of pronunciation. To have one's students acquire the easy, musical flow and the right accent during the first year is no small task, yet a splendid foundation may be laid and excellent work done, for it is in the first year of any language that the rules and habits of pronunciation should be firmly grasped. There are many helps and hints which the French teacher is able to secure on this particular problem. There are many splendid books on Phonetics. Most teachers find phonetics a wonderful aid in pronunciation. After the student has mastered the symbols both he and the teacher will find most of the difficulty of pronunciation removed, for the student will then be able to help himself considerably. Excellent Phonetic Readers may be had which furnish short stories written in phonetics for the beginner. Many contain word lists with their phonetic symbols for constant drill practice. At the beginning of the work, these words should be gone over daily if possible and as the stu-

dents progress in their pronunciation they may be drilled less frequently, but too much stress cannot be placed on pronunciation drills in the first year's study of a foreign language.

Another splendid aid to French pronunciation is that of singing. It is also one of the best exercises for improving accent. Teachers who do not sing can claim for the benefit of the class the help of the musical students and they are always glad to help. My experience has been that students like to sing in any language and they learn the French and Latin songs as easily as they do the English. Singing exercises the muscles of the tongue, lips and jaws which exercise is essential to correct pronunciation. Besides being a splendid aid to pronunciation, singing provides a helpful recreation from the usual routine of class room drill. Two splendid song books for French classes are "Chants de France" by Jamison and Heacox and "French Songs" by Ballard. Both furnish a wide and interesting variety of easy and tuneful songs which may be used for Le Cercle Francais, programs, games as well as in the class room.

In the teaching of French the question is often asked "Where shall we place the greatest stress—on oral or written French?" Paul Claudel, French ambassador to the United States said in *Le Journal de Geneve*: "The French language abounds in contrasts; we have two languages; that which we write and that which we speak, it is the latter that is beautiful, it is alive, it is consecrated by usage. "Since French is a language "*vivante et belle*" surely, we desire to speak it properly and too much stress cannot be placed on its correct pronunciation. Constant drilling on word lists, classroom expressions such as concerning one's health, the weather, etc. for a few minutes every day will not only strengthen the student's speaking and writing vocabulary but will produce that ease and fluency of oral expression which can result only from constant usage.

The French language furnishes such a variety of fresh, interesting material that the class room work can be made a source of pleasure both to teacher and student. Most of the French text books are very interesting and furnish an ample variety of helpful material and attractive illustrations which enable the student to grasp more readily the language taught. Aside from the subject matter, some books contain grammar reviews, songs, proverbs and short stories. All of these may be taken as a regular part of the class work or introduced on certain days of the week. Short interesting lectures may be given also on France, her charming people, her great rivers, picturesque cities, beautiful parks and

(Continued on page 25)

Mastery of Penmanship

VALUE OF GOOD HANDWRITING

Some teachers seem to feel that there is not enough time in the classroom to exemplify a good style of handwriting. Many also believe that our courses of study are leading away from the three R's. Because a teacher is able to present all other subjects to her class, why should anyone quibble over the matter of handwriting? Briefly let us see whether or not there is a demand for good handwriting.

In this rush-a-day age we are trying to throw aside some of the finer accomplishments of our forefathers and substitute the machine-way of doing things. Some say that Henry Ford made walking easier. Yet no one argues that we should not be trained to walk. The adding and bookkeeping and computing machines have greatly reduced the monotonous strain on the mind of office and factory workers. But no one doubts that there is as much need for mathematically trained minds today as there was before these machines came into use. Frequently it is stated that the typewriter is rapidly displacing handwriting in the business world. While it is true that the typewriter, the stenotype, the mimeograph, the multigraph, and other machines do care for the increased volume of business communication, yet there is just as much need for good penmanship in the school, in the office, or in the shop as there ever was. Because we have talking machines—phonographs, radios, etc.—should we not learn to talk? Since we have walking machines—automobiles, escalators, aeroplanes, etc.—should we not learn to walk? Since there are adding machines, should we not teach addition? Then why should we as teachers say that since there are writing machines—typewriters, duplicators, etc.—we should not exemplify a thorough mastery of a standard system of penmanship?

The pupils under our supervision try to imitate us. They try to take steps as long as we take. They attempt to talk and to think as we do. They endeavor to write as well as we write. A teacher has no patent rights on any accomplishments in school because the pupil is a born copyist.

After the pupil leaves school he finds that the business world demands legible handwriting. How many times does the stenographer or typist inquire about illegibly written words? The telephone office is often beset by difficulties because certain calls are illegibly written. The work of the Post Office Department is hindered because poorly written addresses must, if possible, be deciphered. For instance, the Philadelphia postoffice employs six "Nixie Clerks" to scrutinize and decipher illegible addresses. In New York City out of 94,000 letters sent to the Division of Dead Letters one year,

2,000 contained illegible addresses. The Christmas slogan should not be overlooked in our teaching: "Wrap securely, Address plainly, Mail early."

Since there is a demand for legible handwriting, what justification does the teacher have in acquiring and exemplifying this art? Without going too deeply into the psychology of the subject let us say that there are three results: the physiological effect, the mental effect and the professional result.

The physiological effect. How many of us can hold a needle between thumb and forefinger and exactly strike twelve holes in a piece of cardboard, each hole being one thousandth of an inch in diameter. If the holes be placed in a straight line the operation becomes more simple than if they were placed in a curved line. Attempt to increase the speed of exactly striking the perforations and you will find that muscular adaptation is more difficult. This is really the muscular adaptation in the process of learning to write. It is needlepoint work in straight and curved lines across the page. Muscular control is the first step in learning to write well. As an example before her class, this control, or ability, or skill as you may call it, always speaks volumes for a teacher. It has earned many a teacher the respect of her class with added commendation and remuneration from her superiors.

The mental effect. Psychologists tell us that the child is born with a walking center in the brain. They point out that the embryo of a talking center is innate. They also state that the child gets, from inheritance, no direct help in the development of writing. If this be true, there must be built up in the child's brain a new group of graphia cells. This building-up process is the teacher's task. It is accomplished more by example than by precept. Most of us can remember how hard we tried to imitate our teacher's handwriting. The crossing of a letter t or the looping of a letter g was our standard because our teacher executed it just that way.

Now just a word about the professional result. In the schools of the country we find barrels of ink spread over acres of paper in a vain attempt to make believe that something worth while has been accomplished. This waste of time and effort often proves disastrous to the students later. Some even fail to pass College Entrance examinations because their manuscripts can not be read. I have in mind a young man of ability, an honor student, who was denied entrance to college for a year because the authorities of that institution could not read his handwriting.

Good penmanship is an index to neatness and exactness. It bespeaks concentration and effort. It means thoroughness and accomplishment. It is frequently a visible sign of character. A sharp, angu-

(Continued on page 20)

"OUR NEW TEACHER DON'T KNOW MUCH; SHE CAN'T WRITE YET"

It is less than a century ago since a definite plan for the training of teachers in the elementary subjects was started in America and as the years have passed the problem has been given much attention and thought. Penmanship, one of the oldest subjects in the school curriculum, was one of the last to receive its share of recognition. Only within the last decade have training institutions given it any real serious consideration. Can a teacher without a knowledge of reading or geography plan suitable methods representing these subjects? No one can teach that which he does not know, whether it be penmanship or mathematics. Then why not give the necessary instruction in our training institutions? A young teacher has plenty of difficulties to surmount during her first years of teaching without being obliged to correct her own handwriting. This equipment should be hers at graduation.

Children learn much through imitation and the teacher must set the example. If her writing standard has been fixed through proper training, it will give her the power to execute easily, rapidly and legibly at all times, on the blackboard or at the desk. Her writing will be neat and good to look at, and since she can do this one thing well, the pupils have confidence in her ability to teach them other worthwhile things. With such a pattern before them every day in the school year, surely good habits along all lines of work will be developed. Thus the teacher becomes an asset to the school and the community in which she labors.

Besides possessing the quality of good handwriting, every teacher should have a thorough knowledge of the pedagogy of the subject. This enables her to detect penmanship errors and also to remedy such in a helpful and sympathetic manner. Penmanship is one of the most important branches, in that it is so closely correlated with all the other subjects, not only in the elementary schools, but in the high schools, colleges and universities. Therefore the teacher must cultivate in the minds of her pupils a strong desire to attain a standard which will carry over in all written work whether it be for school or later life.

A short time ago a vacancy in a primary grade was filled by a young teacher who had had no training in penmanship. The class had received excellent instruction and were most enthusiastic in all their efforts. Soon after the arrival of the newcomer young America was heard discussing her accomplishments in this manner, "Our new teacher don't know much. She can't write yet. She lets us sit any way we want to and we scribble all the time." Though her stay was short, her utter helplessness to lead them rightly caused the next teacher great anxiety. Much time and energy was expended in

(Continued on page 21)

CHILDREN ARE BORN IMITATORS

Superintendent Hartwell of Buffalo declared that every teacher should be trained: "To exemplify a thorough mastery of a standard system of penmanship." I should like to add to that, a standard of muscular movement handwriting to insure freedom of movement, relaxed physical condition, writing at commercial speed without tiring. Such writing, when mastered, becomes a permanent asset in school, business and social life.

Why in this day of typewriters stress handwriting? Questionnaires sent out to leading business houses in large commercial centers has brought indisputable evidence that good writing is still considered a prime requisite to employees of all classes, not barring stenographers. The conscientious teacher who gives this matter intelligent thought will quickly realize that handwriting is, and will continue to be, the important vehicle through which students must give expression in their daily work. No educator who is in touch with the class-room activities will attempt to refute the statement that handwriting is used to a much greater extent than any other branch in the curriculum. Since writing is still indispensable, attention should be paid to its quality.

That teachers cannot teach that which they do not know is an axiom, and it is just as true as self evident that one cannot teach that which she consciously, or unconsciously, is determined not to learn. We cannot teach successfully what we have not mastered ourselves both in its mechanics and pedagogy. We do not see the difficulties the child is to encounter, nor can we help him to master them unless we have already mastered them ourselves.

The supervisor alone cannot be responsible for the quality of the writing; she is in the class-room only a small fraction of the time. Her task is a very difficult one unless the teacher holds students to the requirements every time the pen is used. The class-room teacher should automatically demonstrate the system in her own writing. Children are born imitators, and very critical. We cannot preach one thing and practice another and expect success. Some teachers expect their pupils to become good penmen through a plan of mental and physical absorption, something to be exposed to and caught like the measles or the whooping cough. Nothing worth while comes without hard work and penmanship is not excepted.

Many schools teach manuscript writing in the primary grades, and change to long hand in the intermediate grades. My experience has been that muscular movement, if properly handled, is a game that a first grade child loves to play, so why allow him to form bad habits of finger movement which we later spend a year in undoing.

(Continued on page 23)

The Hampton Institute European Tour

By A. Ogden Porter



In London

The educational value of travel has been recognized from ancient times to the present. In Rome, every young man had to travel to Athens to complete his education, and in more modern times the Grand Tour of the Continent was the finishing touch to every Englishman's university experience, when he visited the important cities of Europe to observe the manners and customs of their people, and was guided to intelligent conclusions by his tutor. It is a like phase of conducted travel which is being rapidly developed today, and America is leading in the movement.

Americans are no strangers in Europe, but a new type of American has invaded the Old World since the war. In 1914 the typical traveler was the man of wealth whose chief interest was enjoyment. Today more than half of the visitors from our country are men and women of moderate means whose chief object is education. The war and the resultant prosperity are in part responsible for the change, but the new American immigration laws are the chief cause. Losing the great immigration trade which filled the steerage of their ships, the Atlantic steamship companies have turned this space into the inexpensive, clean, comfortable third class of today, and Americans are filling every berth. The modern third class passenger is likely to be a college student, a professional man, or probably a school teacher. In fact, the third class space on the more popular ships is generally filled by February for June and July sailings, for then the schools close and the rush to Europe begins.

It is true that travel is a valuable form of education, but without direction, this education may be haphazard and wasteful. For the average teacher a trip to Europe is still an expensive item, and it is

most essential that none of the precious time be wasted in the few days or weeks which can be spent on the other side. To meet the need of such direction, many travel-study courses have been established by American Universities, New York University, Rutgers, University of North Carolina, and the University of Colorado, to mention only four, have established one or more such courses, and the most ambitious plan is the University Afloat which takes its students around the world. All these tours are arranged on the same general plan. The party is under the direction of some member of the faculty, who gives the course of study which is definitely related to the itinerary, and for which college credit is given by the University. These courses are given in art, French, German, Spanish, Italian, history, engineering, or any other subject that may well be studied in the foreign field.

It is to open this field to Colored students and teachers, that Hampton Institute has established its European Tour. In 1927 a group of teachers sailed on the first educational tour ever offered by a Colored college. In 1928 the number had doubled, and preparations have been made to take care of an even larger number in 1929. Two distinct problems had to be adjusted in arranging these tours. The itinerary must be broad enough to repay the teacher for his time and money, while on the other hand, the expense must be kept low enough to enable the average teacher to make the trip. As the chief item of expense is still the ocean voyage, additions to the land travel can be made without greatly increasing the price, and this has been done for the coming summer.

The Hampton Tour is under the control of the Director of Extension while the actual direction of the

party is in the hands of a member of the faculty. A course of study in European History is offered which centers around the places visited and for which college credit is given. As the tour is open to both men and women, a chaperone is appointed by the Institute, and the members have the advantage of a professional tour manager who looks after all business details, takes charge of the baggage, and is ready to give the members any assistance which they may need.

Sailing from New York on June 8th, the tour leaves on the "Paris" of the French Line, landing at Plymouth and going straight to London. Here the members have a full day's sightseeing in the city, and later a trip to the university city of Oxford, while days are left free for individual sightseeing, shopping, or study. The next stop is Amsterdam where the tour has a sightseeing trip, this time by boat through the canals, and also an interesting excursion to the island of Marken, with its quaint houses and fishermen with their quaint costumes.

From Amsterdam the party goes to Cologne, where there is much to see in the day allotted, and then comes the Rhine trip by steamer down one of the most famous rivers in the world, bordered by hills with castles and vineyards, and historic towns and villages. Brussels comes after Cologne, (the members may make this part of the tour by air if they wish,) and here two days are spent in visiting the city and in a side trip to the Battlefield of Waterloo.

Amiens is the first French city to be visited. Here is the best cathedral in Northern France, and here are the battlefields of the Somme which the British government has wisely left as they were, a fitting memorial to those who fought over them. The trenches, dugouts, and barbed wire are just as they were left in 1918, and no where else does the war seem so vivid and real. Rouen is a different picture. This is a medieval city within a modern busy town, where street cars and trucks pass houses that saw Jean of Arc go to her death in the old Market Place. Queer streets and old churches bring back the days of William the Conqueror, while the busy traffic on the Seine testifies to the present importance of the city.

Paris is the last stop and the climax of the tour. A comprehensive schedule of sightseeing is provided for the days, while theaters and the opera keep the evenings well occupied. Motor trips are arranged to Versailles, Malmaison, and Fontainebleau, giving the members a chance to see the glory of past kings, and the beauty of the French countryside. The art treasures of the Louvre can easily occupy many days, though the other museums are not neglected, and there are a thousand and one opportunities which Paris gives for enjoyment, from the boulevards of Montmartre to the cafes of the Latin Quarter. In

spite of all these things to see and do, some days are left free for shopping, and study compliments rather than detracts from the enjoyment. At the end of the Paris visit the tour sails from Havre on the "France" of the French line, arriving in New York about the middle of July.

Business arrangements are in the hands of a reliable New York travel agency. An inclusive price is charged for the trip, and the agency then handles all the business of hotels, meals, trains, and sightseeing, leaving the individual member responsible only for his personal expenses.

While the tour is primarily for teachers, others not engaged in educational work are admitted and persons who wish only the sightseeing features will be welcome to attend class meetings, but will not be required to do the formal work of the course. Any member who is not taking the course for credit may prolong his stay in Europe, for the return ticket on the French line is good for a year and ships leave for New York every week.

These tours, started as an experiment two years ago, can now be considered as well past the experimental stage, and are another opportunity for educational advancement open to the Colored teachers of the country. It is probable that other colleges will follow Hampton's example in the future, and that this form of summer study will become increasingly popular.



PRINCIPAL HOLTZCLAW
Utica, Miss.

SOME SALIENT FACTS

(Continued from page 6)

only one year of high school work, and therefore not included in the 166 shown in Table 5.

Serious effort is now being made in the states to increase the number of accredited Negro high schools, using the same standard by which the white high schools are rated. This accelerated high school progress has been due to (1) the development of the rural school building program in which thousands are induced to remain through the elementary grades, (2) the influence of the Slater Fund and the General Education Board in developing county training schools, (3) the policy of the school officials for better trained teachers, and (4) the great desire of the Negroes themselves to give their children the best possible educational facilities even at much sacrifice.

VALUE OF GOOD HANDWRITING

(Continued from page 16)

lar handwriting characterizes more or less an irritable or quick-tempered individual unfit for any schoolroom. A well-rounded, uniform style of writing generally denotes an agreeable or considerate disposition. Write as we may, the height, slant and regularity of the letters we make are all tell-tale evidences of our characteristics.

We do not teach our pupils slovenly habits. We expect them to be neat and clean in appearance. We want them to act and to dress in a comely fashion. Are we setting a good example if we dress our thoughts in tattered hieroglyphics which are almost meaningless to the child? Are we not, while we are preaching regard for the rights of others, unconsciously teaching carelessness and disregard by means of our slipshod method of handwriting?

Perhaps some may ask, What is a standard of penmanship? Vertical and backhand are not the accepted styles today. Neither does printing seem to answer the rush of business. A standard system should conform to naturalness, rapidity and maximum legibility.

In conclusion, we believe there is a demand for good, clean-cut handwriting outside as well as inside the schoolroom. The physiological effect is just as marked on pupil and teacher as that of physical training, voice culture, drawing, manual training, domestic science, or any other subject where co-ordination is necessary. The mental effect is also important because brain cells which lead to precision are developed. The professional result is most gratifying because it is an outward sign of a pupils progress and a silent recommendation for the teacher. A system may be called standard if it can be executed in a natural way, within a given period of time and with a high degree of legibility.—C. P. Eberhart, *White Plains High School, White Plains, in New York State Education.*

FIFTEENTH ANNUAL NEGRO HEALTH WEEK

(Continued from page 9)

vals details of what they are doing and report it to the newspapers.

(g) Committee on speakers. This committee will have for its purpose the organization of a definite schedule of speakers during health week, these speakers being selected in advance to give short, pithy addresses on the subject of the day in schools, lodges, churches, factories, and other places where colored people assemble. The committee in charge of this task should develop its plans well in advance of March 31.

Monday, April 1—Home Health Day

At various places where people assemble, both adults and children, talks should be given for the purpose of enlisting all homes in observance of Home Health Day.

Tuesday, April 2—Community Sanitation Day

Talks, as upon Monday, should be given at business men's clubs, women's clubs, and in schools, to urge the people to assist in the special work of the day.

Wednesday, April 3—School Health Day

Talks for children in the schools should be given special attention on this day, and at various meetings of adults, parents should be urged to co-operate with the schools.

Clinics should be established in every school for the examination of children, both those who have entered school and those of pre-school age. Such examination will reveal defects which may cause great suffering in later years if they are not remedied. All children should be vaccinated against small pox, and toxin anti-toxin as a preventive of diphtheria (when indicated) should be applied as a matter of regular procedure. Teeth should be examined and defects remedied. Enlarged or diseased tonsils and adenoids should be removed when in the opinion of the physician they are a source of danger.

Thursday, April 4—Adults' Health Day

Talks should be given before all organizations of business men, women's clubs and civic agencies which hold regular or special meetings on this day.

Friday, April 5—Special Campaign Day

A survey under the general direction of the community's central committee even though it be hurried and superficial, will probably reveal the existence of some special disease menace in every community. In some cities and towns it may be malaria, in others it may be tuberculosis, or hookworm disease, or in still others it may be the venereal diseases.

At meetings on Special Campaign Day, April 5, some part of the exercises may be properly devoted

to a commemoration of the birthday of Booker T. Washington, the Founder of National Negro Health Week.

Saturday, April 6—General Clean-Up Day

This is a day for general cleaning up. Homes, school houses, halls, other public buildings, and their surroundings should be thoroughly cleaned. On this day, gather and burn all rubbish and trash. Rubbish that is not burned should be placed in garbage cans to be collected by street cleaners.

Sunday, April 7—Report and Follow-Up Day

The Central Committee should hold its final meeting of the week on Sunday noon or other hours to plan ways and means by which the results of the week's work may be conserved and to complete plans for a mass meeting to be held Sunday night.

The purpose of the mass meeting is to win the support of the citizens of the community in the development of a more adequate program of health measures through the year.

Tuskegee Institute will welcome suggestions for making the campaign a success, and will be glad to co-operate with individuals or groups in making their plans for the week.

Address:

R. R. Moton, Principal
Tuskegee Institute, Alabama.

"OUR NEW TEACHER DON'T KNOW MUCH; SHE CAN'T WRITE YET"

(Continued from page 17)

correcting the bad habits those youngsters had acquired.

Thus the chain is weakened in all schools where unskilled teachers of penmanship are placed. In order to rectify this serious condition as quickly as possible, school systems are obliged to provide penmanship training classes for such teachers. May the time soon come when all teacher-training institutions will require a mastery of a standard system of penmanship for graduation. It is encouraging to note that many state departments and higher institutions of learning are giving credits toward college degrees, to teachers who have qualified as instructors in a standard system of penmanship.—*Christine Ernst, Director of Penmanship, Albany, in New York State Education.*

Miss Otelia Cromwell holds the degree of Ph.D. from Yale University. She was recently elected Phi Beta Kappa at Smith College.

SUMMER SCHOOLS FOR COLORED TEACHERS

(Continued from page 7)

room with a notion that he was trying to bring out the objective method of the behaviorist school, but it might as well have been in a foreign tongue. The instructor later came to tell me he was sorry I did not stay through the discussion. In reply to my question as to his aims, he placed in my hands an outline of the course. It was carefully worked out with divisions and sub-divisions, heads and sub-heads, full of technical terms—all clearly over the heads of the elementary teachers whom I saw in his class. He is a recent graduate of one of our great universities, and he had a genuine concern for his work, and I think he has the making of a successful teacher, but he was living over the university lectures. He had brought back a certain technique, "a bag of tricks", as Mr. Caldwell would say, to mystify and impress the uninitiated. He had not yet found himself. Given in the university upon a foundation of biology and other related sciences, such a course, no doubt, has its value, but I question its value in a summer school for elementary teachers, whose general education is poor, who have not acquired the reading habit and who have had no training in science.

After sitting through another class in psychology, I talked with the instructor about his students and he said to me, "What they need most is subject matter." This man was thinking of his students and not of his subject primarily. He knew what they could do to best advantage and he recognized the futility of so much technical psychology upon such a flimsy foundation.

In still another class the instructor confided to me that mathematics was his regular field, but that he had been drafted for an extra session of the psychology class. He said it was too difficult for them. He had spent four hours of preparation in an effort to make the day's lesson plain to the class, and he was not satisfied with the results.

It seems to me that the "function of psychology", if I may use a favorite expression of the school men, is to give teachers some idea of the development of the child's mind, some understanding of the process of learning and the formation of habits, so that they will know the reasons for the methods they are taught to use, and so that they may have a basis for working out sound methods in their own teaching. We should content ourselves with this presented as simply as possible, and we shall find the rest of the time more fruitfully occupied with the plain everyday subjects. It is not intended that a glib use of half-understood technical phrases, applied with a sort of "avra cadavra" magic to the problems of classroom teaching should take the place of sound knowledge of the subjects taught or of the constant study of the boys and girls in their progress through the grades. Let us recognize the fact that there is far too much superficial work of this sort

going on under the guise of professional courses to the positive injury of the intellectual development of the teachers. Regular courses in geography, mathematics, history, science, literature, etc. presented by good teachers, tend to stimulate the intellectual and cultural interests of the teachers, and to develop in them habits of study and reading. Some of this knowledge and enthusiasm for knowledge will inevitably overflow into their classrooms.

Many of the directors and instructors in summer schools are aware of the weaknesses that have been pointed out, but they say they are obliged to do what is required for state certificates. Is there any good reason why these requirements may not be modified, so that more encouragement may be given to teachers to go on with solid subject matter courses in a well-planned cumulative sequence?

With this question suggesting changes in the organization of the state plans for the training of teachers, I would add that we are prone to expect too much from such plans. "Reorganization" is a favorite word among state departments, indicating their alertness and concern to make needed adjustments from time to time. We put too much faith in the system and too little in the teacher. We have seen one system after another discarded and yet we go on vainly expecting the new system to do the magic work. In education, as in religion, salvation is not through organization.

The teacher and the student are the two major partners in the enterprise. What goes on between them is a matter of individual effort, of individual growth following an aroused interest, a quickened imagination, a set purpose, under the stimulus perhaps of the competition of a like-minded group.

Fortunately in every school there are teachers who succeed in arousing their students. They more than justify all the effort and expense. Whatever system or course we adopt, let us prize such teachers more highly, give them good facilities for their work, encourage their initiative, and interfere as little as possible with their freedom and responsibility.

Dr. E. E. Just, Professor of Zoology at Howard University has sailed for Naples where he is to conduct a scientific investigation in the Italian Marine Biological Laboratories.

Miss Alethea H. Washington is the first colored woman to win a degree of Doctor of Philosophy from Ohio State University.

Prof. Dudley S. Tanner has been appointed as State Agent for Negro Education in Tennessee. Prof. Tanner holds his masters degree from Peabody College at Nashville, Tennessee.

CLINICS AND SANATORIA

(Continued from page 14)

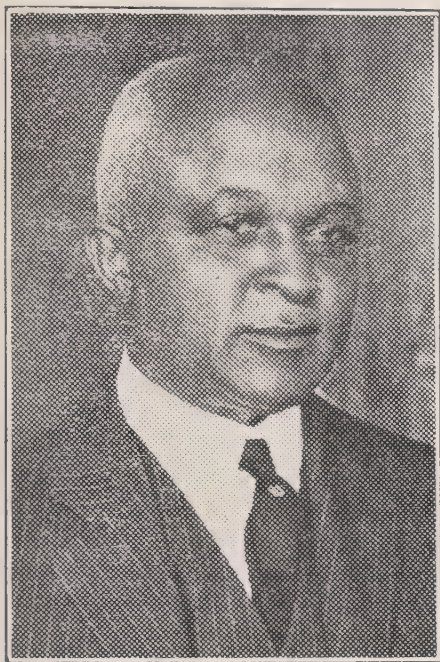
waste time in securing every possible means by which the disease might be wiped out.

Today the National Tuberculosis Association celebrated its twenty-fourth anniversary. To estimate the good that this association has done since its inception would be hard to describe, not to speak of the very many other important associations and affiliated agencies who are interested in this line of work. The rapid progress that has been made toward wiping out of the disease within recent years cannot be too highly emphasized. In the report of the Executive Office of the National Tuberculosis Association, one reads of the unbroken decline in the Tuberculosis mortality rate for the past twenty-odd years which is due to the untiring efforts on the part of these associations and other health agencies. In the year 1926, however, due to an epidemic of influenza, there was necessarily a slight rise in the death rate, but we are happy to state that such great pressure was brought to bear upon it, that in 1927 the death rate showed a marked decline, thus wiping out the slight rise which occurred in the previous year.

In times past, tuberculosis ranked second among the leading causes of death in the United States. Today, let us thank God, we are in a position to state that tuberculosis ranks fifth instead of second among the leading causes of death. What were some of the means resorted to by way of checking the spread of the disease?

Clinics: The numerous clinics held all over the States, enabled the doctors to discover many cases of tuberculosis, many of whom were found to be in the incipient stage of the disease. Words are inadequate to fully estimate the value of these clinics. Personally, I am happy to say, that in my round of clinics held at different points of the State of West Virginia within recent years, many cases were found in the incipient stage of the disease which were immediately taken care of. You will remember, no doubt, that during the month of March of this year, the National Tuberculosis Association together with State and Local Organizations launched a publicity campaign for the early diagnosis of tuberculosis all over the country. It was the writer's privilege as well as a pleasure to have taken an active part in the programme with the cooperation of the Negro Medical, Dental, and Nursing professions as well as the social clubs and other organizations of the cities of Charleston and Institute, West Virginia. As time goes on, we are planning to have more of these clinics when it is hoped that these opportunities will be made much of. In passing to the next item let me again emphasize the dire necessity and value of clinics which is the basis or foundation on which the eradication of the disease is built.

(Continued on page 23)



M. W. DOGAN
Principal Wiley College, Marshall, Tex.

THE VALUE OF MANUSCRIPT WRITING

(Continued from page 13)

g. The instructor makes the suggestions in a positive way. She mentions mistakes only in extreme cases in trying to correct the bad habit.

h. The instructor makes manuscript writing intrinsic learning for the teachers.

i. The teachers are led to compete with themselves.

j. Care should be given to quality, uniformity of slant, uniformity of alignment, quality of line stroke, letter formation and spacing with regard to the teacher's work.

Since this is an adult group the attainments would be from 90 to 95 letters per minute; good black board work with reasonable speed and the requirements, under (j) above, met in an acceptable way.

CHILDREN ARE BORN IMITATORS

(Continued from page 17)

It has been my experience that teachers as well as pupils enjoy a well organized system of work. The class-room teacher hasn't time to work out all details in the various subjects, but is usually willing and grateful for plans made for her. Surely, during the period of preparation in the Normal school is the time for her to get this training, not during the busy days of her teaching.—*Helen Mitchell, Oswego, in New York State Education.*

CLINICS AND SANATORIA

(Continued from page 22)

Sanatoria: Too often we find people who are afflicted with the disease living under conditions which are absolutely unsuitable to the improvement of the individual—crowded rooms, insufficient ventilation, unsanitary surroundings, lack of proper food and nourishment and such things which tend a long way to prohibit the progress of such a case. What is the result of these conditions? Not only is it detrimental to that particular person, but to those who are within the confines of his surroundings as well. Do we then see the value of sanatoria, where people who are thus afflicted with the disease might go and be treated as well as taken care of? Before going further, I should like to emphasize this fact—Sanatoria are not built for far advanced cases. Very often we find people entering a sanitarium who are in the advanced stage of the disease. At such a time no treatment whatever will be beneficial to the individual. I have seen cases admitted to the sanitarium and in the space of two or three days they die, as was evidenced in the first case that was admitted to the State Colored Tuberculosis Sanitarium at Denmar, West Virginia. This, I am sorry to say, is an every day occurrence. Let us bear this in mind: If tuberculosis is to be cured, the disease must be taken care of in its incipiency. When reading literature on tuberculosis, we will note that medicine does not play any material part toward the reparation of the patient. Medicine is only used to abate certain symptoms or complications. Early discovery of the disease offers the greatest possibilities of a cure. This can be done only through clinics as mentioned before. Perhaps it might be well to mention the fundamentals in sanatoria which go to make up the treatment of tuberculosis. First we have—

Rest: Rest is the predominant factor toward any progress whatever. Rest is essential to the individual as food is to the body. This factor if well adhered to, goes a long way in helping the patient, but I am sorry to say that nine cases out of ten treat this very important factor so lightly, that their progress is retarded to an almost regrettable extent.

Fresh Air: By fresh air is meant not merely going out of the house for an hour or two, but a constant source of it. Sanatoria are built especially for this purpose. The altitude must be one which is capable of supplying this next important factor. Day and night the patient is able to be in this continuous flow of fresh air, which would be difficult to obtain elsewhere. For any one who is afflicted with the disease to lack the proper kind and amount of fresh air day and night, is, I might say, suicidal.

Good Food and Nourishment: These perhaps are as essential as the two first important items. It happens very often that the lack of these two things

is due to financial conditions. In such a case, we can readily see the need of sanatoria.

Hygienic Surroundings: Tuberculosis might well be spoken of as the three "D's", viz: Darkness, Dampness, and Dirt. Wherever these three things exist, any attempt at bettering the individual is futile. How then, can this be rectified? Strict continuous sanitary surroundings are imperative. Sanatoria provide the necessary facilities for the waste material of the tuberculous in the proper manner, thereby prohibiting the spread of the disease, so that those who are in daily contact with them are protected. Let it here be known that tuberculosis becomes infectious only through the sputum. It is not hereditary as the tubercle bacillus is never found in the infant, but there might be a pre-disposition to the disease on the part of the child. In this new era of tuberculosis we have learned much. Too much attention cannot be paid to the rising generation with regard to the disease. Everything is being done for the relief of the afflicted. We must hereafter remove the cause, rather than treat the disease itself. There is only one way and that is through the children. To arrive at a complete eradication of the disease, we must wipe out the cause. If strict preventive measures are enforced, we can readily see that there would be no opportunity for treating the disease. Again let us stress this point—protect the children, and there will be no adults to be treated.

Graduated Exercise: Graduated exercise prescribed by the physician is also indulged in at sanatoria when the condition of the patient warrants it.

Occupational Therapy: This is a factor also prescribed by the physician. It tends to detract from the mind of the patient his condition, and as this is a very long drawn-out disease, occupational therapy from a psychological point of view, is highly recommended.

As we go along one can discuss the very many minute points toward the progress or treatment in sanatoria. Let us cast our attention for a few minutes on the

Educational Advantages in the disease. It is our firm belief that if the laity were educated along these lines, the time would not be far distant when the disease would be eradicated. A far advanced case of tuberculosis in the home can be taken care of by the members of the family almost as well as in the sanatorium. There is more danger in the quiescent case who is up and about than the advanced bed case. The education necessary to the care of the tuberculous who remains at home, is carefully supplied by our Public Health nurses. We learn that 20% of the time of each nurse is devoted to tuberculosis. This proves again the prevalence of the disease. There is information to be had without the slightest cost or inconvenience if one would only seek it.

Follow-Up Work: After the patient has been discharged from the sanatorium it is well that the case be kept in mind by the Public Health nurse, as conditions at home may tend to mar the progress of the case or endanger the health of the immediate family. In conclusion permit me to make a comparison between—

Economic Waste in Industry as compared with—

Economic Waste in Lawlessness and Tuberculosis:

Seven years ago, it was discovered by Secretary Hoover, one of the presidential candidates that the Economic waste in Industry was estimated at one-sixth of our industrial yearly out-put. Having arrived at this industrial economic waste, Secretary Hoover devised plans by which he was able to prove to the many manufacturers of this country the extent of their yearly loss. What was the result? The annual saving by industry is now estimated at over \$300,000,000. Let us compare this saving of things material, to two things: Economic waste in lawlessness and economic waste in tuberculosis.

A man at the head of a family with five or six dependents is attacked by the disease. He keeps on working with the thought that he has a family to support. What happens? The disease gets a stronger hold on him. Eventually, as is expected, he is forced to give up working and then in that advanced stage he seeks sanatorium treatment. Here you find first, the straightened circumstances into which his family is placed, due to the absence of his monthly wages. Secondly, he becomes a dependent on some organization or perhaps the County to which he belongs. Thirdly, he is also dependent upon the State who in the end comes to his rescue. Here we find his home, his County and his State all involved for not having done the proper thing at the proper time. Let us then take this comparison as a lesson and do all in our power to reduce not this material waste, but this yearly loss of life which is the greatest of all gifts.



Healthy Girls of Famcee, Tallahassee, Fla.

SELLING FRENCH

(Continued from page 15)

streets, artistic cathedrals, great and varied industries and her immortal literature.

A practical program may be worked out for a month's work, using some of the above suggestions. For instance Monday may be given to a lecture on France, Tuesday to Grammar; Wednesday to Reading and Translation; Thursday to Oral Drill and Friday to Test on work of the week. This program may be changed to meet the student's need and will furnish just the variety and interest desired without sacrificing subject matter.

French journals, newspaper and magazines are another wonderful source of information and inspiration for French students. I will mention two which I find especially helpful and which no teacher or student of French should be without. They are *Le Petit Journal* and *Le Moniteur Francais*. The former is especially adapted to class room use and it is charmingly illustrated and well edited for students. It also suggests sources for "realia" material which are very helpful in teaching and selling any foreign language. *Le Petit Journal* also supplies lists of idioms, thought questions and standard French tests which all French teachers will welcome. This journal is edited twice monthly except the months of June, July and August and may be had in bulk subscriptions at small cost per capita.

Students like to work through some organization or club and surely they will do so eagerly through *Le Cercle Francais*, *Entre Nous*, or some other French club or society which may have included in its program both literary and social objectives. Many interesting and helpful projects can be successfully undertaken by such clubs. For instance, our advanced French class this year presented to the school Millet's famous painting *The Angelus*. The presentation was made in chapel by one of the class members and afterwards a French song was sung by the class. I find that such projects help wonderfully toward selling French and creating a vital interest in the class room work.

Another project undertaken by the class this year was a French Fashion Revue and Poster Exhibition. Teachers and students were asked to take part. They did so willingly and made quite an elaborate and fashionable showing. Each "Jeune fille" was given a French name such as Yvette, Antoinette, etc. and her costume was described as she advanced on the stage to music. Since most of our present day styles are copied from Paris, no trouble was experienced in getting charming and correct styles. Even the tiny tots' daytime and evening frocks were Parisian models from *McCall* and *Pictorial Review* patterns.

The posters for the exhibition were made by class groups and some very neat colorful work was ex-

hibited. We decided on two groups of posters—the Style group and the Winter Sports Group. Out of a class of thirty five or more were formed groups composed of five or six students. Each group selected its style of poster, secured pictures and arranged them. An abundance of beautiful pictures showing midyear and advanced spring styles were found in such magazines as the *Pictorial Review*, *McCall's Ladies' Home Journal*, *The Vogue*, *Harpers Bazaar* and others. French styles as well as phrases dominated in most of these. Beautiful pictures of winter sports in the famous resorts in France were found in magazines such as *Le Moniteur Francais*, *McCall's*, *The Delineator* and *Le Petit Journal*. First and second prizes were offered each group. A project of this kind creates not only interest in the study of the language taught but affords a splendid opportunity for the expression of cooperation and artistic ability. This project proved to be one of the most successful and stimulating that the classes have undertaken.

Then there are the French games—the rounds, the guessing games, riddles and crossword puzzles which teach while amusing, and they usually interest the most listless student. All of these present a wide and rich field of working material for the development of ease and smoothness of expression in another tongue. The formation of small class groups and letting the students take charge of the oral French conversation also develops initiative and cooperation on the part of the students.

It is helpful to bring all French students before the public sometime during the year. This may be done through *Le Cercle Francais* by giving public exhibitions, lectures, and programs. In a recent program given by beginners last April we were able to interest all classes of students—both those in the high school as well as those in the Normal department. About three days before the program was given an attractive poster entitled "A Night in Paris" was posted on the bulletin board with attractive pictures pertaining to the program. Later a detailed program was placed on the bulletin board with the pictures of Johnny Hudgins and Josephine Baker, who are taking Paris by storm. Interesting articles read were "Playing the French Chef" from a current magazine and "The Paris Flapper" from *McCall's* magazine of January 1928.

The projects by which my students have been sold French this year have made the work most enjoyable and stimulating. What is the cost? A little planning on the part of the teacher—the students will do the rest. The net gain greatly exceeds the cost price. Would you like to try selling French in your school?

TEACHING THE ELEMENTARY CHILD TO DEVELOP

(Continued from page 8)

a remedy. I shall try in my feeble way to tell you how to have participation in the general school activities. I shall not recommend a book I heard about nor a bottle of medicine I saw advertised. I shall tell you about a few of the methods used in our own little training school in Florida to develop health, character and scholarship and to prepare our pupils in a way to meet social demands.

First we will take the morning assembly. We sing a cheerful opening song. One that appeals to all of the children from the Primer grade throughout the school. If necessary we sing two or more opening songs or until every child is unconsciously aroused and sings from the very depths of his soul. After this we let some child sing a solo or a group of children sing a song. Regardless of how faulty, we applaud and encourage the performers. This of course, makes each child feel a part of the exercise. After this we have our scripture lesson. As you well know just to read a scripture lesson does not really help the child.

Few—yes very few children remember what has been said to them longer than it takes to read it in any assembly of this kind. So we have arranged it so that the children are participants even in this. How? At or before the beginning of the year, we select several characters in the old testament and outline their lives in groups of three or four verses each giving a title to each selection. For an example; take the life of Samuel. The first selection is Hannah prayeth—I Sam. 1:7-10—"Hannah makes a vow." I Sam. 1:11-15 inc. "A Son is born to Hannah", I Sam. 1:19-21 inc. Samuel offered to the Lord", I Sam. 1:27-28. "The Lord Calls Samuel" I Sam. 3:1-10 inc. Each morning read one of these selections in order of occurrence. Ask for hands to see how many remember the title of the scripture lesson of the previous day. We ask someone to tell us the contents of said lesson. Then we announce the title of today's lesson and read it. Children are all ears to hear the scripture lesson. It is seldom over four or five verses long and each child is desirous of being the first to tell it on tomorrow. In this manner we continue throughout the year. At the close the children are well versed in the Bible and have enjoyed it.

After the scripture lesson we chant the Lord's Prayer and sing another song. If there are any announcements of any sort, game, drill, regulations or what not, we let the children make it and we enlarge upon it if necessary. The first child that comes to school in the morning is chosen to make the announcements regardless of sex or size. You can see yourselves what this does for the children.

In our school we use what we call the Mateo Regimental system of discipline. All of the children are divided into companies; not according to grade but

according to size. The companies are named for the letters of the alphabet. Each company has its officers. The gang leader is chosen major. Every morning after the devotional exercise, we assemble on the green and each company goes through some form of physical exercise taught to the lieutenant as a group by one of the teachers. These little lieutenants in turn teach it to their respective companies. In this way no group is given too strenuous exercise. During the time this exercise is being given a teacher is going from the various companies taking an inspection list for dirty nails, soiled hose, unwashed teeth, uncombed hair, ragged stockings, soiled top clothing, dirty ears and necks. The companies in perfect condition are allowed to patrol the campus for the day. After which the major takes charge of the entire regiment, puts it through a review, has the flag salute and dismisses the children to pass to classes.

At the end of the 1st week of school the first and second lieutenants of each company meet with the teacher and make out a list of undesirable school habits and punishment for the same. Any child in the school may submit a list, e. i. walking around the class room without permission the punishment is, sitting on nothing from two to five minutes. The truth of this is the children know best how to punish themselves and think up more suitable punishments than the teacher ever would. The officers are made to understand that they must set the example in order to control the others and enforce the regulations. This regimental system, controls the playground and the class room. The teacher's function is to make the children understand that they are the masters of their own destinies and to see that the rules proposed by them are impartially carried out.

We celebrate every holiday, namely: Halloween, Armistice Day, Thanksgiving, Christmas, New Year's Day, Arbor Day, Lincoln's Birthday, Valentine, Washington's Birthday, April Fool and Decoration Day as well as Mothers' Day. The grades furnish the programs in order, each rivalling the other. We have various clubs—Reading circle, Humane Society, Health, etc. These organizations have student officers and the teacher serves only as an advisor.

These programs and clubs serve first, to overcome the adolescent self-depreciation, Second, it is an outlet of self-expression. Third it develops visualizing ability. Fourth, it develops bodily poise and ease of carriage. Fifth, the programs help to increase the appreciation for history and literature. Above all, it develops the co-operative spirit through subordination of self to a common end.

The teacher should give each child a small task of some kind to perform daily in connection with the cleanliness of the class room. In our school we assign tasks by the week. John Jones waters the flowers daily in a certain box; Mary Jane collects the crayon; Sarah inspects the inkwells in a certain



Girls' Orchestra, Famcee



Students in Class Room

row; Charles in another; Mildred empties the pencil sharpener. Every child feels like the school room is his, and this is providing for the protection of public property, the parks, churches, theatres, etc.

I have told you about our assembly, our clubs and our regimental system of discipline as well as the distribution of tasks. All of these tend to give the children the proper idea of civic life to arouse interest in a common cause to teach them that their own actions make the laws; to teach self-control and provide consistent character unfoldment; these tend to promote better school spirit and to add dignity to service by the appropriate public recognition of the work done. In short, these things teach the youth to live and "Education is Life."

Handwriting may profitably be studied from three points of view:—that of the physiology and psychology of movement, that of the part it may play in the intelligently directed activities of child life in schools, and that of the direct examination of the quality and speed of handwriting secured by various forms of school training.

—Edward L. Thorndike.

PUBLIC SCHOOL MUSIC METHODS

(Continued from page 13)

X. Continue to use one-half the time in rote singing. While doing technical work never permit the **interest in singing** to lag. Counting, etc. also continues.

XI. Teach names of **symbols**, as the opportunity offers,—**Staff, Cleff, Sharp, Flat, Bar, Double Bar, Key Signature and Measure Sign**. Test their knowledge of these elements sometimes and **show** how various symbols are made. Send a child to the board occasionally with the direction to make a clef, sharp, etc.

XII. Spring term—If the children can sing at sight fluently the simplest melodies by the end of the year and can sing beautifully and expressively many beautiful songs, you may consider Second Grade work well done.

Insist throughout the year upon good position, good tone, open mouth, individual work constantly, poor singers in front, distinct enunciation getting the spirit of each song.—By courtesy of the Mississippi Educational Journal.



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*Official Organ of the National Association of Teachers
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VOL. IX

MARCH, 1929

NUMBER V



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TABLE OF CONTENTS

	Page
A Teaching Project Toward Economic Independence—A Challenge to Institutions of Learning for Negroes, N. B. Young.....	5
Roses While He Lives.....	6
Building a Temple (poem).....	7
English Problems in the High School Hubbub, Inez M. Boyd.....	8
A Method of Teaching English Composition, Olive Davis Streater.....	9
Editors Page	10
Travel as a Means of Teaching Geography, Julia Manly.....	12
Outline for First Grade Reading Lesson, Sophia Shelby.....	13
On The Intelligent Use of Reference Books, M. M. Jefferson.....	14
The Service Plan of Education of the West Virginia State College, Thomas Posey.....	15
The Place of Cleanliness in the School Program, Margaret Munson.....	16
Health—The First Objective of Education, G. D. Brock.....	17
Development of the State Organization, Cornelia Bowen.....	18
The Teaching of French, Clara E. Shepard.....	19
Open Letter From President Dansby, Jackson, Mississippi.....	21

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THE BULLETIN

VOL. IX

MARCH, 1929

NUMBER V

A Teaching Project Toward Economic Independence—a Challenge to Institutions of Learning for Negroes

By N. B. Young

It is quite evident to those who have studied carefully the situation as regards the Negro in the United States of America that his most serious handicap is economic poverty. They live all too near the "breadline."

His institutions of learning, especially of secondary and collegiate grade, have not done much toward helping him overcome this handicap. Their instruction has tended more toward making youth literary and professional minded than practical or business minded. They should make a more definite effort to make an increasing number of them men and women of affairs, and to acquaint with and to interest them in wealth producing and wealth controlling agencies. Their industrial and vocational training should go beyond the mere use of tools and functioning only on the lower levels of industrial life. They should be taught that such training is merely the preliminary step toward economic independence, the real fight for which must be made in the realms of trade and commerce.

As a group the Negro lacks the spirit of enterprise. He is not a business pioneer. He is a stranger in the field where economic independence is won. There may be a reason for this lack of business initiative, but the fact remains, and must be reckoned with in an educational way.

As a citizen of an increasingly commercial country, this defect makes it difficult, indeed, for him to reap the full benefit of that citizenship. Sharing the ownership of the tools of industry and of commerce together with consequent entrance upon the higher levels of his country's economic life will eventually bring him a civic and political status now denied him. It is admitted that this alone will not bring such a result, but it will help most materially toward that end. Certainly, without such an economic leverage, he cannot attain a commanding status in his country. Political privacy and economic dependence are mutually exclusive. He who lives like a pauper can never rule like a prince even in a democracy. To rule is to own. To have a hand in the government is to have a hand in owning what the government seeks to control.

This view of the situation as regards the Negro in this country must be held steadily before his youth

in school, in college, and in university. If the institutions of learning for Negroes would be of the highest benefit to the Negro collectively and individually, they must with the insistence of "life upon life, precept upon precept" instill into their students' souls the ideas that shall make them **business-minded, race appreciative, and public spirited**. It will require considerable energy and perseverance to break down a certain group resistance to such ideas. But the necessities in the Negro's case make such teaching projects imperative. The schools must undertake more definitely to lead Negro youth into this field, to hold before them the challenge of business careers, to convince them that such careers are not so likely to turn out to be "blind alley enterprises" as the paths to trades and industries where race prejudice is more handicapping and controlling; that their own group offers potential business opportunity, that would go far toward gaining for the group economic independence. Enough enterprising Negroes are already winning their way in the higher realm of business adventure to serve as shining examples of what can be done. Large use should be made of them in a teaching way to encourage the emulation of their example.

Systematic instruction in projects that make for individual worth and pride of race would help mightily to build up a spirit of enterprise among Negro youth, to give them an enthusiasm for business, even as they now seem to have for music, especially for the jazz variety. After all, the big teaching job before schools for Negroes is to teach Negro youth the simple, though significant lesson, of spelling and pronouncing their group name correctly, to have an abiding faith in themselves, in their ability to have and to hold, and to become worth while in all of life's activities, and withal to get from under the shadow of all "inferiority-complex" that darkens the path along which they are walking so unsteadily through life. In a word, the Negro youth must be taught to think black, to feel that whatever is common to all forward looking people may not be alien to the Negro, to think of themselves as highly as they think of others. That is thinking black. They must be taught that their race group has not always played an inferior role on the stage of history, that,

(Continued on page 28)

Roses While He Lives

In connection with the celebration of "Rosenwald Day" in Macon County, Alabama, a beautiful tribute was paid by more than 8,000 children enrolled as pupils in Rosenwald Schools, to Mr. C. J. Calloway, Executive Secretary of the National Association of Teachers in Colored Schools, and Editor of *The Bulletin*, who has been ill for sometime. Mr. Callo-

way as Director of the Extension Department, Tuskegee Institute, served not only as a pioneer in the development of Mr. Julius Rosenwald's program of co-operation in the building of rural schoolhouses, but has devoted much of his time and service also toward the promotion of better schools and better school opportunities for rural children. In his efforts to make rural school and community life both meaningful and satisfying to rural boys and girls, he has

greatly endeared himself to them as well as to their parents. They have learned to think of him as a sponsor of their cause. There are two events held annually at Tuskegee Institute, Boys' Day and Girls' Day, over which Mr. Calloway generally presides, and which draw hundreds of interested and en-

thusiastic youngsters to the school campus for a day where they talk about and do the things in which young folks are interested.

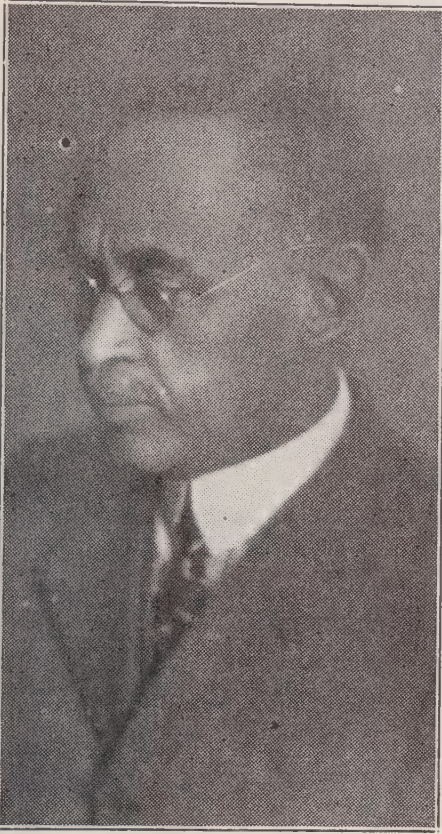
These things being true it is no small wonder that these same boys and girls gladly made possible the basket of gorgeous American Beauty roses which served as an expression of their sincere love and appreciation.

The words of greeting which accompanied the presentation of the basket of roses by three little girls, follow:

"Mr. Calloway: We bring you greetings from thousands of Macon County school children who are thinking of you today and wishing for you the best of happiness and good health. This is Rosenwald Day and as we pay our tribute of gratitude to Mr. Rosenwald we are remembering with love our own Mr.



Calloway who has given so much of his life and service to the happiness and comfort of Macon County boys and girls. We bring you this simple token of our love with the hope that you will continue to keep us near your heart."



C. J. Calloway, Executive Secretary, N. A. T. C. S.

BUILDING A TEMPLE

A builder built a temple,
 He wrought it with grace and skill;
 Pillars and groins and arches
 All fashioned to work his will.
 Men said as they saw its beauty
 "It shall never know decay.
 Great is thy skill, O builder:
 Thy fame shall endure for aye."

A teacher built a temple
 With loving and infinite care.
 Planning each arch with patience,
 Laying each stone with prayer.
 None praised her unceasing efforts
 None knew of her wondrous plan,
 For the temple the teacher builded
 Was unseen by the eyes of man.

Gone is the builder's temple,
 Crumbled into the dust;
 Low lies each stately pillar,
 Food for consuming rust.
 But the temple the teacher builded
 Will last while the ages roll,
 For that beautiful unseen temple
 Is a child's immortal soul.



Twenty-Fifth Annual Session of the N. A. T. C. S., Institute, West Virginia

English Problems in the High School Hubbub

By Miss Inez M. Boyd
Department of English, Tennessee A. & I. State College

The long-suffering teacher of English in this ever-changing and now chaotic field often, all but loses his bearing bobbing twixt the old-fashioned study of forms and classifications and the new-fangled idea of functionalism.

The battle between the ancients and the moderns wages and there is no sage to predict what the results will be. All that is known is that there is confusion out of which a multitude of problems comes.

In speaking of problems no where are they so evident than in the English departments of our schools. Every teacher of English is acquainted with them and testifies to their existence. Surely those who have denounced the department so naively because of pronounced deficiencies in the graduates of today have not quite realized the true "why" of it all. This critical attitude does not belong alone to the business world, or co-educators in the other departments but even to the department itself. The colleges decry the high school. The high schools in turn, the training school; the training school having no one except the home to blame accepts its accountability and seeks to pour, as it were, the much despised subject into students with insufficient mental capacity for containing it.

From three to five years are spent, the average grammar school student seeing no relationship between grammar and speech, receiving no foundation on which to build is sent adrift. Linked to this misfortune is the unfortunate and deplorable environment issue which contaminating good diction adds still other problems.

The When and Where of its teaching, the disputed and unsettled methods of How it should be taught have also given rise to a sea of trouble. In the midst of this sea of trouble why they come means little in the fact of what they are and how they may be met.

To the average high school student the dictionary is a book that adds dignity to one's library but should under no condition be used for any purpose whatsoever. He prefers to ask the word-wise teacher the meanings of his words, their derivations and pronunciations. In all seriousness the average student actually enters high school without any conception of the proper use of the dictionary. He knows only that it is a large book that says "Everything." Some where in the grammar school he has become baffled because the teacher said his 'parts of speech' taken directly from the dictionary were incorrect, hence it pleased him to place it upon the shelf.

The English teacher must counteract this attitude, show that the dictionary is indispensable, teach its proper use.

Slovenliness in speech is another problem which stares at the teacher daily. Few students take the time to pronounce commonplace words. This tendency to slur and the same tendency to omit such final endings as d's, ed's and t's is prevalent and should be dealt with rigidly.

An inexcusable situation is that of criminal carelessness in written discourse which expresses itself in the promiscuous use of capital letters, the small "i" the incorrect division of left-over syllables and sundry others.

Poor penmanship and illogical arrangements of subject matter on the page are annoying to say the least. In such cases an appeal may be made based on self pride.

And now to fundamentals. The students entering high school are ignorant of most of them. As to whether or not he should be taught them in the "old Reed and Kellogg" style is the much disputed question.

Possibly functional grammar is all that he needs in that "It cannot be perceived that the study of grammar makes even the slightest difference in the speech of those who have always lived in polite society." The writer is inclined to believe that herein is the hot bed of many of our problems. Would that the student graduated from high school did know the basic structure of his language. Occasion may arise for it.

May we as teachers of English with renewed strength, casting aside these weights, run with patience the course set before us.



Mocking Bird

A Method of Teaching English Composition

By Olive Davis Streator

The chief difficulty in English composition from the standpoint of the student who is required to write a theme arises from his not knowing the objective that the teacher has set for him. This confusion is likely to lead to retrogression on the whole scale, and the loss of ground gained in a particular previous effort. Any method, therefore, that will enable the student to have in his mind a chart of the direction over which his teacher is trying to take him will increase the rate of his progress and add immeasurable interest to his work. To this end the writer has tried a simple scheme to keep the student informed of his progress as well as to let him know the starting point of the system which tries in the end to correct his mistakes in grammar, spelling and grasp of subject matter. The grading is done, consequently on the basis of his ability to overcome definite faults rather than on his ability to absorb a certain percentage of ideas within the "limits" of the particular course. This method ought to overcome a great deal of the difficulty of the student whose conception of composition is largely the memorizing of rules.

The first great difficulty is of course, the problem of making a course interesting. Unlike Algebra, there is no logical sequence in verbal structure, especially English verbal structure to arouse interest; and it is true of course that a subject is more likely to be monotonous to a retarded child than to an advanced child. However, if we adjust the composition work to the individual differences in groundwork and capacity, and make a constant effort to bring the student a bit higher than he was, rather than bring him at once to a set standard, the results will be sufficiently gratifying to warrant the extra trouble. Usually the greatest obstacle in making a subject interesting is removed when the student has the feeling that he can improve on his old work. He becomes doubly assured of his ability when he can see definite improvements.

With these things in mind the students taking English composition are given an examination at the beginning of the year. The Cross English Test is used. The results of this test are communicated to the student who knows, then, at the beginning the errors in composition that he is to make an effort to correct by the end of the term. For the class

work, the four forms of discourse are studied as well as the works in literature illustrative of them. The teacher requires an average of two themes a week. These are corrected and returned as soon as possible, preferably the next day. The class period becomes a laboratory period; the themes are gone over and as nearly as possible instruction is given to the individual student. The continual effort made is to get the student to set an objective that does not seem impossible to him: The elimination of his simple errors. Instead of confronting him with a myriad of rules we invite him to compare his work with the standard.

The papers are marked according to the directions given on page XV of THE CENTURY HANDBOOK OF COLLEGIATE WRITING. This text is used throughout the course. The correction is made with the marginal index letter which serves to inform the student concerning the particular error. A misspelled word is to be written in a certain number of sentences, being used in the several senses of the word; an error in sentence structure calls for a reference in the handbook dealing with this particular error. The amount of rewriting and re-copying to be done is handily indicated by the same system of marginal notation. At length the paper is rewritten and the grading is done on the basis of errors overcome. The errors most common to the class are drilled upon daily. Errors peculiar to individuals are discussed with the individuals only.

The students on whom these plans were tried were drawn from sections of the South handicapped by poor school facilities in the grades. The foundation work in the grades was on the whole very weak. Yet the improvement was to the extent that the median of one class was raised seventeen points and of another twelve points.



Girls' Dormitory, Florida State College

THE EDITOR'S PAGE

The Bulletin

Official Organ of the National Association
of Teachers in Colored Schools.

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NEW BOOK BY DR. MOTON

Under the title, "What The Negro Thinks", the Principal of Tuskegee Institute is issuing a volume which aims to make a clear-cut straightforward statement of the disabilities under which the Negro in America labors on account of his color, and what he thinks and feels about it.

It is only since the World War that the Negro has been able to get hearing as to his grievances in that part of the country where they have handicapped him most, and even then the statements have been partial and disconnected. This volume aims to cover the whole field, and is intended to be a guide to those friends of the race, both North and South, who seek earnestly to understand the Negro and to be of practical assistance in overcoming handicaps and disadvantages which he faces.

To those leaders of the race who have frequent occasion, in one way or another to discuss the disadvantages of our people, it will prove a model for discussing the subject without rancor or bitterness and with a maximum of information, tempered with patience and tolerance. It is the kind of volume that a Negro would want to put in the hands of a white man to read and reflect upon. It is the kind of volume, too, that young people of both races ought to read for a sane view of the problem of race relations as they exist in our country today.

The book is published by Doubleday, Doran and Company of New York City, and will be on the bookstands in all parts of the country by March 22nd.

Much has been said in the columns of this journal concerning the benefits of organization within the teaching profession. That some encouraging results have come from the constant hammering upon this vital point, is evidenced by the increase in number and strength of our state teacher organizations. There was a time, and that, too, not more than a decade ago, when an annual meeting of a state teacher association that could boast of five or six hundred registered attendants was considered a record breaker and "the finest meeting in the history of the association."

But how different that is today can be evidenced by what the writer saw recently in the State of Georgia. He was invited to address a regional meeting of the Georgia State Teachers Association at La-Grange. There were two or three hundred enthusiastic teachers representing five or six counties. They had traveled some of them for many hours and more miles over slippery, muddy roads to be present at the meeting and to make a favorable report for their counties. Memberships were taken for the state organization, and county after county reported one hundred per cent not only in memberships in the State Teacher organization, but also in the Parent-Teacher Association; and the State Supervisor of Negro Education, Mr. Walter Hill, informed me that they expected an enrollment of 3,500 at the annual meeting of the association this year.

What was seen in Georgia could be exhibited in several other of the States in the Southeast and Southwest. It is getting to be quite a common event for a state teachers' annual meeting to be attended by more than fifteen hundred teachers, educators and those interested in education. In some states ambitious programs have been attempted and are being carried out. Scholarships to deserving students, prizes, for meritorious achievement in oratory, and other literary pursuits; the publication of an educational journal and the conducting of study courses for professional improvement are a few of the worthy projects essayed. But best of all is the unity of purpose, and the broadening of outlook which this organization within the profession is bound to engender. Of all the major vocations teaching has seemed to be the last to fully appreciate the necessity of organization for the benefit of the individual worker, and for a better comprehension of the field, opportunities and problems of the profession. We are well acquainted with all obstacles in the way, and it is because their number is legion, that the unmistakable evidences of progress are viewed with such profound gratification and encouragement.

The strengthening and growth of county and state teacher organizations, means the ultimate larger

support and growth of the national body. Under the name of the National Teachers' Association, and later the National Association of Teachers in Colored Schools, it has carried on a life and death struggle against indifference and ignorance of its mission and purpose for about twenty-five years. A little band of devoted men and women have stuck by it "in faith believing" during all this weary quarter of a century. For years and years its membership did not seem to grow. The great body of the teachers of Negro youth could not be sold to the idea of a National Organization. Many of them were honest in their doubt as to its place and possible usefulness. Many others felt that it was hopelessly "ring ridden," and that it was the personal hobby of a few elderly gentlemen who desired to find in it some legitimate outlet for their ambition to become "national characters." This misconception of its origin and high purpose is still held by far too large a number of the younger and more progressive and radical members of the profession. Men and women, too, they are whose support and interest would mean much to the working out of the program which the National has planned. To insure the same growth in it that we have already mentioned as being all too obvious in the State Associations, some revolutionary changes in policy have got to be made.

In the first place the elective offices within the gift of the Association must cease to be passed on a "silver charger" to a few favored and carefully "plucked" candidates always within the ring. No wide-awake unselfish, progressive member of any profession desires to lend his support to an organization within it whose elective offices are passed out as rewards for a record of attendance upon meetings, or for its gracious entertainment in some town or city. If the growth of the National is going to keep pace with the growth of the state organizations it must seek to develop and honor the strongest men in the profession whether they belong to the mystic order of college presidents or not.

More time at the annual meetings must be given to an intelligent and courageous discussion of mooted educational questions and policies, and less to electioneering and squabbling over financial reports. The National Association of Teachers in Colored Schools should be a reservoir of authoritative information and a veritable dynamo of inspiration to every aspiring member of the profession. It is going to become that when the highest interests of the teacher rather than the individual aspirations of officials shall be made the fundamental concern of the organization.

In this direction much encouraging progress has been made during the past two or three years. The Bulletin has attained a recognized position among the leading educational journals of the country. The program of the Association has won the con-

(Continued on page 28)

MONROE N. WORK

Among the Harmon Awards for the current year was the First Award for Scholarly Research and Educational Publicity made to Monroe N. Work of Tuskegee Institute for his recent publication of "A Bibliography of the Negro in Africa and America" and for the successive publications of "The Negro Year Book" of which the eighth volume is now in course of preparation. The award to Mr. Work consisted of a gold medal which recites the achievements of the recipient and a cash sum of four hundred dollars in addition.

The significance of the award lies in the record of solid accomplishment that lies back of it, of which the award is but a recognition. The first of the accomplishments of Mr. Work to come to public notice was "The Negro Year Book" which is in effect a record of the achievements of men and women of the Negro race in America brought down to date in successive publications at intervals of two years. The second, the "Bibliography of the Negro" is a compilation of all the noteworthy publications in this and other countries dealing with the Negro in America and Africa.

Here is a task that calls for infinite patience, thorough-going accuracy and comprehensive knowledge in a particular field, such as are to be had only by years of diligent and scholarly effort. Mr. Work had the vision to pioneer in a neglected field and the persistence to persevere in what must at times have been a dull undertaking; but the result puts him in the category of those to whom successive generations must be continually and increasingly indebted, as they are for instance to Cruden whose concordance is the indispensable tool of every Bible student and to Webster who made the dictionary the foundation of liberal culture. No serious student of Negro life will ever be willing to dispense with the Negro Year Book or the Bibliography of the Negro.

Mr. Work has chosen for himself the unromantic service of compiling facts about the Negro. There is little glamor about such a prosaic task but it is the only foundation upon which substantial progress can be made. What the facts do not justify will not stand either in reason or labor. The service thus rendered will become increasingly valuable. Already the Negro Year Book has achieved a larger circulation than any single book published by an American Negro, with the possible exception of "Up From Slavery." The two are companion volumes; the one for information; the other for inspiration. It is significant that both have emanated from Tuskegee Institute.

G. L. I.

Travel as a Means of Teaching Geography

By Julia Manley

When Lindbergh made his spectacular trip from New York to Paris, the whole world waited expectantly for news of his arrival. Great adventurer that he was, little did he dream of the far-reaching effects of that famous flight on modern education. When he linked New York with Paris, he moved a number of steps toward that idea of making the people of all countries know more about each other. It is much easier to think in terms of France as being thirty-five hours away, than to think of fifteen or eighteen stormy days spent in crossing the Atlantic. Progressive teachers of geography throughout America were thus given an added incentive in the use of stressing travel as a means of teaching their particular subject. They found that there could be brought to bear a vital factor in education—that of thinking in terms of a given country in connection with the location, products, and topography of that country.

We like to use the term "realia" in connection with a study of South America. Rubber, coffee, and other products typical of the region might easily be displayed in the classroom, then with these products, methods of cultivation and marketing might easily be handled. And it is just at this point, that travel as a vital factor in the whole process, manifests itself.

Hoover made his "good-will tour" at a most fortunate time. One would have declared that he purposely arranged it to fit our schedule of study. The newspapers gave very detailed accounts of his every movement, bringing into prominence the manners and customs of the people and some of the principal products. We followed him religiously from one country to another, making notes as we went.

Hoover's trip finished, we began our individual "make believe" voyages to different countries, writing stories, keeping diaries or writing letters home about the trip. Some students chose to stay a short while in Argentina, while others were fascinated by the snowy expansions of Alaska. How do these people dress? To what extent are their customs affected by the presence or absence of mountain ranges or large rivers? In which countries do we find modern methods of production most generally employed? These are just a few of the questions which every student set out to answer for himself.

These problems took the form of booklets profusely illustrated with pasted pictures, maps and sketches. Much individuality was shown in making and designing the covers, some of which were elaborately decorated with spool and stick printing, flags and other symbols of the places visited.

Now that we have made some general indication as to what the method is like, it might be interesting to see the details of a given project. William James,

whose cousin works on one of the fruit liners from Central America, decided that he would like to know more of Brazil. At the library he was given some old magazines in which were found some interesting pictures done in color. One of his classmates brought in a discarded geography from which clippings were taken. The station-master had already equipped us with travel information which took us to New York. Then followed his visit to the United Fruit Line's main office in New York, a brief visit to the office of the Brazilian Consul, and he was off on his journey down the Atlantic coast.

He arrived at Rio de Janeiro seventeen days later, and like all of those who had preceded him, was immediately struck by the grandeur of what is one of the most beautiful ports in the whole world. A few days later found him at the heart of the great rubber region following with interest the tapping of the giant rubber trees and the curing of the crude rubber.

When William finished he had made himself the hero of some interesting adventures. His artistic bent manifested itself in the arrangement of the pictures with context; which meant that when the booklet was completed he had not only acquired some useful knowledge but he had taken a step forward in self-expression.

As the peoples of the world learn more about each other there will be fewer world disturbances. As a student exercises his imagination under trained supervision, he broadens his knowledge and sharpens his faculties of observation.

417, 56 St., Birmingham, Ala.

February 1, 1929.

Dear Fred:

I just must tell you about my vacation during the summer. My trip was very interesting, I think.

I went to Florida. It was my first visit there. First I stopped in Tampa. I stayed in Tampa, one day and a night. I saw a large tobacco factory there.

The next day I went through St. Augustine. I did not stop there. It is the oldest town in Florida.

On my way to Miami I saw farms of tobacco, peanuts and large orchards of oranges, and also grapefruit, and grapes. I wish that you had been with me. I had a fine time. I hope to go back again.

Yours affectionately,
Arthur Foster.

MY TRIP TO BRAZIL

We left Michigan May 24, 1928. We travelled the Great Four to Erie Canal and then sailed to Hudson river and to the Atlantic ocean. After four days of sea, we were in Brazil.

There we saw tobacco and coffee growing, natives, people, dense woods, rubber and cocoa pods, from which chocolate is made.

The natives live in straw houses, they generally wear little straw dresses. They do not wear very much clothing for it is too hot.



You can see men in the woods getting something to eat. Their life is lazily spent because they do not have to work for food and clothing. After being in the swamps for two days, we went up the Amazon river the largest river in the world.

Then we went to Santos. There were found civilized people. They had large schools, farms, and theaters.

Hannibal Leah.

MY TRIP TO SOUTH AMERICA

"It was in the summer of last year that I made a tour of South America. I found it to be a very interesting.

It was on the night of June the second, that I left Michigan Central station for New York City. I arrived in New York City June fourth. There I was met by my sister and a host of friends. I spent a very pleasant week before sailing for South America June the twelfth. As I said good bye to my sister and friends tears came to my eyes, but I soon forgot my sadness as the band began to play. I meet many friends, but I meet a girl friends going to the same little quite seaport city.

We sailed six days with splendid weather. We arrived in Para at sunset. I can't tell how beautiful this little city was beside the sea. We were directed by very polite and kind people to a hotel. We found it to be a very clean one. We retired early as we were very tired.

When we arose the next morning we saw a very beautiful sunrise. After breakfast we hired natives of this little City to take us to view it. We found it to be very beautiful. Para is a large city off the Amazon river, which export little but rubber.

The native wear less cloths then we do as this city is near the equator. We stayed only a few days

(Continued on page 24)

FIRST GRADE READING LESSON

*Sophia Shelby

In beginning reading I print the first ten lessons of the Primer on large otag or cardboard paper. These stories are used along with the Primer. Each story is also written on the blackboard. Introduce the script and the printed chart at the same time. They are best learned simultaneously.

When you have the children read from the chart or blackboard, use a yardstick or pointer. The quick sliding of a yardstick or pointer under each line in early blackboard and chart reading aids in the development and control of a complex set of eye movements which must become automatic in character, namely: (a) The movement of the eyes from left to right in reading lines and words. This special movement can be established in a few weeks. (b) The movement of the eyes from the right end of one line to the beginning of the next line.

I. Preparation for reading the earliest stories includes telling the story by the teacher. After a few lessons only a part of the story is told. A child is always interested in a story.

II. Retell the story with the aid of the children.

III. Discuss and examine pictures in the story.

IV. Individual children read the story.

V. Re-reading of the story in sentence units by the class silently and then by individuals orally. The teacher's questions should direct this reading. Silent reading always precedes oral reading.

VI. Finding and reading different phrases.

VII. Finding single words.

VIII. Matching of sentence, phrase and word cards with chart and script.

IX. Finding and reading the sentences, phrases and words in the Primer. Have children use markers, (made of cardboard paper), when reading from the Primer. These little markers are little helpers to the children in keeping the place, until good eye movement is firmly established.

The Primary teacher should have a Container Chart. The children make the whole story with phrases and words by placing them in the Container Chart.

Drills are always necessary to complete the learning process. There must be daily repetition of the growing vocabulary in order that it may be known and in order that there may be developed in the child an automatic perception of fundamental phrases and words. No modern primary teacher attempts to teach without flash cards. These cards can be printed with a hand printing press or are supplied by the publisher of the book which you are using. Children should be taught to know instantly the sentences, phrases, and words of any story they have had and as quickly to recognize the new word or phrase as a stranger.

Editor's Note: Mrs. Sophia Shelby is a first grade teacher in Emerson School, Chicago.

On the Intelligent Use of Reference Books

By M. M. Jefferson
Librarian, West Virginia State College

In the small library it is never long before demands are made for information upon divers topics. Many reference books are repetitions of the same information and are so expensive that a reference department should be built with great care. This applies particularly to small college libraries where funds will not permit as great expenditures as in larger universities.

Generally the small library is well equipped for answering all reference demands if it has Webster's New International, The World Almanac, The New International, The World's Book, Who's Who in America, Who's Who, Reader's Guide to Periodical Literature, The Americana, Cyclopedia of Education (Monroe) and The Cambridge History of English and American Literature.

The Librarian should study the reference books carefully, ascertain their scope and purpose in order that he or she might be of intelligent aid to the student. Either formally or informally the Librarian should try to teach all who habitually use the library the arrangement and scope of the books in the reference collection and the use of the indexes and card catalog. A little systematic work along this line will save much time in the end.

The ability and willingness of the Librarian to serve the student determines his or her usefulness. He should see that every person, young or old, gets exactly what he desires as far as it is in the power of the Library to furnish him with what he wants.

A reference book is one to be consulted for definite points of information rather than to be read through, and is arranged with regard to ease in finding specific facts. Arrangement is usually alphabetical or with an index.

Those which treat of many subjects are called general reference books, e. g., dictionaries and encyclopedias. If the full meaning of a term is not understood, the first book to consult for information is the dictionary.

The dictionary deals primarily with words and gives alphabetically a list of words in a language with the meaning of these words. Much other information, generally known, is given in a dictionary, but we are concerned first with the use of reference books and not with their contents. To use the dictionary, look for the thumb index and for the guide word at the top of the page. The key to abbreviations used in the description of words is found in the introduction.

For a brief account of a person or subject, the quickest help is often found in the encyclopedia.

An encyclopedia deals with subjects rather than words. Its special features are reading lists at ends of articles, fine illustrations, maps and dia-

grams. A simple explanation of how to use it may be summed up in these words:

Look first for the letter on the back of the volume, then the guide-word at the top of the page. Note the arrangement of words on the page. Subjects have headings and sometimes sub-heads. The spelling of words must be kept in mind. Follow up cross references. Use the index volume if the subject wanted is not found in its alphabetical location.

Any book may be used as a reference book. For subjects on which a whole book is written the book is a better source of information than the encyclopedia article for the reason that it is fuller.

The card catalog is a reference help, because it shows on what subjects the Library has material; whether it is a whole book or part of a book. The date on the card shows how recent the material is.

The explanations of how to use the dictionary and encyclopedia are so highly suggestive and applicable to the other indispensable reference sources that an explanation of their use seems hardly advisable in an article of these limits.

Something might be said of reference material on subjects of current interest; pamphlets, government bulletins and circulars. These are simply and conveniently arranged in pamphlet holders, by subject. The Reader's Guide to periodical Literature, is a monthly, quarterly and yearly index to the best magazines.

Magazines give recent, timely information. The aforementioned Guide is the directory to these. It shows where articles are found. It lists articles alphabetically by author, title, and subject. It includes references to portraits and poems. References give in abbreviated form the title of the article, the name of the author, volume, paging and date. A complete

(Continued on page 24)



Carnegie Library, Florida State College

The Service Plan of Education of the West Virginia State College

By Thomas Posey, Professor of Economics

The West Virginia State College in offering for the first time its plan of service education recognizes that this is a radical change from traditional school processes and undoubtedly there is much in it to be criticised. We are hoping that a presentation of the evolution of this plan in conjunction with the plan itself will invoke your interest and constructive criticism and aid us in making it more worth while.

However, in a dynamic society such as ours, characterized by its organization, industrialization and specialization, such rapid advancement has been made in the utilization of machinery that schools have not been able to meet successfully the increased demand for trained technicians and machine tenders. The invention of the radio, the increasing use of the aeroplane in commerce, the innumerable labor saving devices for the factories and household are creating a demand for less unskilled labor and more skilled labor.

There is no group of people more vitally affected by these changing conditions than the Negro. The professional men, especially in medicine, due to bad distribution and inability of Negroes in other lines of work to earn enough to support them, are struggling near the bare subsistence line. The teaching profession is over-crowded. The colored men in the unskilled and semi-skilled classes are feeling more keenly the competition of the white men. This is due to labor saving devices which demands trained workers and forces them out.

In order to live they are forced to compete with the Negroes for jobs that were once considered Negro jobs. Evidence of this is seen in hotel work, construction, and domestic service. A special perusal of the Help Wanted and Situation Wanted ads of any newspaper will find further proof of this competition between the groups.

The West Virginia Collegiate Institute appreciated the fact that if it was to serve best the Negroes of this State it would have to take some definite concrete step to ameliorate these conditions. Students graduating with A. B. degrees were finding it increasing difficult to get employment. Professional men were clamoring for means and ways to raise the wages of Negroes and secure more jobs for them so they could live. The unskilled group complained that every time they applied for a job a white man got the job. The skilled group contended that if they had a sufficient number of their group to man a whole job, collectively their chance of getting work was greater than by individual bargaining. Moreover, the chance to learn a trade by the

apprenticeship method was denied the black worker because of trade union restrictions.

In September 1925, President Davis, in appointing a committee to study the training of Negro Artisans in West Virginia, made the following statement:

"The most important task before the American Negro now is getting a foothold in industry. More effort should be put forth now than ever in getting the Negro to become a trained artisan. A basic factor in establishing this Institution supports this intention. Our economic salvation rests largely in trades and industry.

Propaganda promoted by organizations and powerful combinations is designed to keep the Negro boy or girl from this field. The wicked information is national in scope. This institution has an important role in this. We must train artisans. How shall it be done? Do our old and tried methods in this line attract our youth? What artisans shall we train? What is the field for them in this State? How shall our work in Mechanical Arts be made more effective? What successes have we had in this line? What re-vitalization and re-organization of our present work may be attempted to give greater success? What is the W. Va. field? To what extent do we or can we meet the demands of this field?" This committee was composed of members from the trades and economics departments. After a year of investigation the committee reported the following findings and recommendations on the basis of its findings:

1. That West Virginia was primarily a mining and industrial state, leading the world in the production of these following commodities:

(Continued on page 26)



Interior Home Economics Department, Florida State College

The Place of Cleanliness in the School Program

Miss Margaret Munson
Cleanliness Institute, New York City

How to keep clean is a universal problem which every community, every school, every home and every individual faces. There are few people who do not admit and accept the desirability of cleanliness, yet we are far from reaching a general high standard of cleanliness. The means of attaining cleanliness are not too difficult nor the requirements too exacting—a cake of soap and warm water will go far toward helping reach and keep this high standard. Cleanliness is an essential of modern everyday life. To be clean is a protection to health and happiness and brings with it a feeling of well-being, self-respect and enjoyment. It is with this feeling of self-respect, well-being and enjoyment which creates in children a desire for cleanliness and with the simple means of attaining cleanliness that the school is chiefly concerned. To make children **want** to be clean is the most effective way of securing cleanliness. The problem is **how** to make children **want** to be clean.

Education is the development of the whole nature of man—physical, mental, moral—through interaction with every phase of his environment. Therefore, we, as teachers, must make cleanliness an interesting, desirable and active part of the everyday life of children. It is by means of the principle of self-directed activity—learning to do by doing—that the school health program is helping children to live fuller, happier lives. In trying to establish desirable habits of cleanliness in children, we set up certain standards for them, such as—washing the hands before eating and after going to the toilet, taking a warm bath oftener than once a week—but how often do we give the child an opportunity to practice those habits while he is in the classroom? The knowledge that he **should** wash his hands at these times does not help him much unless his attitude is such that he **wants** to wash his hands and unless the facilities are such that he is **able** to wash his hands.

Cleanliness Institute is a public service organization dealing with the broad fields of personal, home and community cleanliness. It is staffed by a group of well-trained professional workers with experience in the field of education, health and social welfare.

The School Department of Cleanliness Institute publishes supplementary school material, carefully graded to meet the needs of the various school groups and meeting the standards for eyesight conservation as to printing, type, margins, paper, etc. These publications are prepared with the idea of making cleanliness interesting and attractive to children and as a result creating in them a desire for cleanliness. The stories are built around the everyday interests and activities of the children

and help to make cleanliness a natural part of these activities.

Perhaps the most effective way of illustrating "The Place of Cleanliness in the School Program" will be to discuss the material for the different grades and to tell of actual ways in which teachers have used it to stimulate the interest of their children in habits of cleanliness.

"The Animal Way" by Dr. Jean Broadhurst of Teachers College, Columbia University, written for the kindergarten, first and second grades, tells through story and gay pictures how animals keep clean all day. The child himself cuts out the pictures and pastes them in—thus the book becomes his very own. The "animal friends" and their ways of living are of keen, everyday interest to little children and thus furnish an avenue through which desirable habits on the part of the children may be established. The author very aptly sums up the purpose of the book by saying, 'Our animal friends do very well with the tools they have. How clean we could be if we used our wash cloths as often and as carefully as cats use their little rough, red ones! How very clean we could be if we washed our hands as often and as carefully as white rats wash theirs! How very, very clean we could be if we bathed as often and as carefully as canary birds and geese do.'

"After the Rain" written by Grace T. Hallock with an introduction by Dr. C. E. A. Winslow, a supplementary reader for third, fourth and fifth grades, tells of cleanliness customs of children in other lands. The last paragraph of the introduction gives in a clean cut way the underlying principle:—"The neatness of Holland, the sportsmanship of Britain, the thriftiness of France, the virtues of other lands and other races, are here set forth with insight and charm, Miss Hallock's tales help one to realize that the children of all mankind in different dress and through the medium of different customs, are seeking the same common ends and that the ideal of cleanliness is one of the most fundamental of those ends."

"A Tale of Soap and Water" or the historical progress of cleanliness and sanitation through the ages, written by Grace T. Hallock, for sixth, seventh, eighth and ninth grades, describes the manner in which people through many centuries kept themselves, their clothing and their surroundings clean. Quoting from the last chapter we read, "We know that sometimes when the trail of history leads through dark valleys the traces of cleanliness along the road are scarce, but when the trail leads along ridges in the sunlight the evidences are many."—"We have seen that at the very beginning a bath

(Continued on page 28)

Health—The First Objective of Education

G. D. Brock,
Department Physical Education, West Virginia Collegiate Institute

1. Authorities in education today include health in the cardinal principles of education.

Today it is rather generally agreed that education has 7 objectives: 1. Health; 2. Command of fundamental processes; 3. Worthy use of leisure; 4. Vocation; 5. Citizenship; 6. Worthy home membership; 7. Ethical character.

If we strike health from the list of objectives, none of the remaining 6 can find full expression in the life of an individual. The main objective of education should be healthful development and preparation for living happy, long, useful lives by mitigating human misery.

Health, the foundation of human happiness, may be either a selfish or an unselfish motive of education. It is a selfish objective for that person who approaches life with the idea of getting the most out of it for himself, and who, therefore, needs health that he may get the more, and live longest that he may get most. Health is an unselfish idea for him who sees opportunities to put much into living and to give much to others. He, likewise, needs health that he may give much and live longest to give more.

Modern methods of presenting old subjects in our present-day curricula single out health as the main objective of education. This is indicated by the growing popularity of those courses which directly touch the home, as home economics. It is indicated by the recent emphasis placed on courses in economics, science, health and physical education. There is today in America no graded, high, or college system of education, considered first class, which does not prescribe compulsory courses in health for the students. Modern science today has its attention focused principally on the prolongation of human life. A physician in one part of the world discovers a cure for a one-time incurable disease; a chemist in another part isolates a food substance necessary for life; a physician in another section successfully operates on the human heart; a biologist in some other place discovers a substance which will awaken life processes after the heart and lungs have ceased their function.

The largest percent of discoveries in education today point the way to longer, happier and more useful living.

II. One's moral and religious usefulness is measured largely in proportion to his health.

"Keeping Fit" is not only the first law of health, it is the first law of morality. The person of strong robust health has a far better chance of winning against the odds of temptation than that person of torn and tattered health.

Militant Christianity, a much needed and advocated thing today, does not find exponents in sickly emaciated bodies.

The personality of an individual finds limitless expression in physical well-being. The spirit of man finds its highest expression in a healthy vigorous body. There was a time in this world when great virtue was placed on simply being good and on abiding patiently—ready for the day of death and judgment. Today it is a higher virtue to be good, to do good, and to live long in order to continue this doing good.

III. One's social usefulness is measured largely in proportion to his health.

To be capable of any large social service today, one needs health and vitality.

Health is the dynamic force in social progress or social development. The call to social duties and responsibilities of a first class citizen today presupposes health.

IV. The changing times in the new civilization demand body prowess as never before.

Every one now-a-days plans to live an active, exciting, adventurous life. People are no longer content with humdrum, dull, and colorless routine living. Women who of the past were more or less content with a life of ease and leisure are now clamoring loudly for careers. Women have become keen competitors in occupations once thought to belong to man. The new responsibilities upon womanhood make new demands upon her health.

Man has made for himself, and in these times, continues to create for himself artificial hazards and dangers to life and limb which require strong healthy bodies as protection from destruction of his own mechanisms. In such a list are included aeroplanes, submarines, poisonous gas, automobiles, and other fast moving means of transportation, skyscrapers, congested cities, explosives, electrical contrivances, and an almost limitless number of things which bear the sign, "Useful but Dangerous".

Today jobs are fast turning into positions. Just workers may hold jobs, but it requires personalities and individualities to occupy positions. A time there was when one weak man might sit leisurely down while a hundred others worked for him. Times have changed. An employer today, though he possess millions, secures individuals to work, not for, but with him.

Always there has been the demand for some strong men in a nation to do the brave and the difficult, but at no time in the world's history has there been the demand for whole nations of healthy individuals as at the present time. It takes a brave and healthy

(Continued on page 25)

Development of the State Organization

Cornelia Bowen, President Alabama State Teachers Association

In order to further develop fundamental interests in school work, to strengthen the ideals in school situations, to encourage an open-minded attitude in the teaching groups, to give the public our best thought, to give to the youth of today immediate guidance, there is need of a machinery with a larger and stronger grasp. A machinery that is able to direct the movements in the interest of our educational activities.

In all great movements whether educational, social, political, spiritual, or economical, there is an organization that guides the operative forces. It is through this method of procedure that standards are maintained. This idea opens up to view the organization of the Alabama State Teachers' Association, in which our educational movements are controlled.

More than forty-three years ago, a call was sent forth. This call was answered by a few public-spirited men, who were willing to give their rich experiences to a worthy cause; and willing to devote their energies, means, and time to advance the dignity and usefulness of the teaching profession. The faithful few saw the need of the present and sensed the need of the future for educational progress in Negro schools in Alabama. Among the men who made the supreme test of their measurement in service were: Washington, Council, Eliot and Patterson. They reasoned that to win, they must not fight separated, but together. United, they stood for the educational progress of the Negro in Alabama.

In these late years, the Association has grown to large proportions. The questions often come to us, what are the results of these years of work? What should we look forward to from the annual gathering of teachers from all sections of the state? A part of the reply is found in the original call "The wisdom and power of many minds concentrated on the difficult problems of the teaching profession, will bring light to the Negro schools in Alabama." This fundamental principle of "give and take" in the life of human beings at once explains for us the true function of teachers' associations, and also the deeper function of education as a whole.

Why do we need an educational organization? What is its deeper meaning, if not to strengthen, support, and reinforce others, by our experiences gained by contact in the family, community, church, school, state and nation? Whatever we do goes into the pool of human experiences as a value for good or evil. Each year in the school should count toward educational progress for the Alabama State Teachers' Association.

We can then, and only then, appreciate the richness of the process of giving and receiving. And, he who imparts his experiences to others is rewarded

more abundantly with an increase of the fruits of his wisdom.

A new era has dawned upon State Associations for Colored Teachers; a broader field is seen; as we look out, the horizon lifts to our vision; and we see in the National Association of Teachers in Colored Schools, the consummation of all of our educational ideals and desires.

We have the opportunity in our state organizations to test these ideals and to carry forward in state situations, the necessary action for educational development.

The national association is the enlargement of our field of vision of educational organization into a great system of thought and experiences. Consequently, we shall receive from the national association a source of helpfulness, rich in experiences, and a maximum reward that comes from educational contact.

County Educational Units

It has been the aim of the present administration of the Alabama State Teachers' Association to perfect an educational unit in each county in the state. The success of this movement has exceeded our most sanguine expectation.

The problem, at present, is to keep alive the county units already organized and continue the work of organization until all of the counties are listed. These organizations must function, if the larger unit, the State Association, continues to grow.

May I offer the following objectives for the procedure of County Units:

1. To get an accurate knowledge of educational conditions in each county.
2. To develop a better technique in classroom work, and in school management.
3. To develop a live program for each county meeting, by discussing specific ways in which the educational conditions of the schools should be improved.
4. To encourage professional improvement of the teachers.
5. To develop a spirit of unity among the teachers in the county.
6. To educate the public of the purposes and aims of the educational County Unit.
7. To encourage a general cultural development of the county teachers, means of musical entertainments and lectures on professional and non-professional subjects.
8. To discuss local, state and national "news" relating to education.
9. To encourage a high standard of ethical and professional relationship.

(Continued on page 22)

The Teaching of French

By Clara E. Shepard

The article entitled "Selling French" by Willie M. King is particularly welcome to Foreign Language Teachers both because of its timely appearance and because of the fresh and vital viewpoint from which it discusses the teaching of French. For this is the time when radical changes in curriculum are being effected. Private schools are compiling their catalogues, public schools are arranging their curricula and engaging their faculties. Supervisors are asking themselves, "Do we need a Foreign Language in our system? What type of Foreign Language Teacher will best fit our need?"

Undoubtedly the outstanding Foreign Language Teacher is one who can skillfully employ the devices and methods advocated by Miss King. Certainly we can reasonably hope for a stimulation of both students and teacher when the latter consciously and conscientiously plans to "sell" the foreign language to her pupils. Nothing is so salutary for the foreign language student as a well balanced diet of recitation, lectures, written lessons, songs, and games which all contribute to the "*connaissance d'un peuple étranger*" which is after all, the true aim of the teaching of foreign languages.

The author of "Selling French" has contributed a most interesting and detailed program of devices and extra curricula activities to motivate the foreign language student. Among the games I should also suggest the old fashioned spelling Bee which can be admirably adapted to the teaching of foreign languages. It provides sufficient motivation and furthermore it is sound from the educational standpoint because the pupils already know the *modus operandi* of the game and have only to substitute words of the foreign language for those of the mother tongue. Moreover, the Spelling Bee is particularly efficacious because it helps divorce the student from the necessity of thinking in the foreign language and spelling in the mother tongue, an eternally confusing combination.

Very closely allied to the teaching of spelling is the teaching of that "musical flow and right accent" which form the basis of a good pronunciation. Miss King advocates phonetics as a means of attaining this much to be desired end. I should substitute the medium of dictation a much more effective solution. By no means should I abrogate the device of phonetics, but merely restrict their use to the teaching of the mechanics of pronunciation, that is, the position of the tongue, teeth, and lips in the formation of the vowels and consonants. Phonetic symbols themselves are at best an artificial device for the teaching of pronunciation. Furthermore, very few students have sufficient time to learn the phonetic alphabet and script and then unlearn them in order to write good French. There is not a suf-

ficiently high correlation between phonetic symbols and standard French orthography to warrant an extensive use of phonetic symbols. Moreover, consider the sense images which are wasted when the student is unable to write or see French as French.

Dictation, however, offers the happy means of correlation between the three important sense images employed in the educational processes of teaching a foreign language. The student not only hears French, but he writes French and on his paper he sees French as French. In addition to the unlimited possibilities of ear training a marked facilitation via a really practical approach to the teaching of spelling and grammar is afforded by dictation. Mistakes in spelling corrected through the medium of dictation are doubly effective, first because the word in question appears in its natural element, that is, among other words and then because of the additional emphasis contributed by a fine coordination of the processes involved in hearing, seeing and writing the word. However, even if the marked improvement of spelling did not justify the introduction of dictation, certainly the outstanding progress contributed by the logical, sensible approach to the teaching of grammar provided by dictation should settle the question affirmatively for the alert Foreign Language Teacher.

Dictation allows the "*langue vivante*" to provide a medium for the study of grammar. The student actually knows and understands why it is impossible to write "*Ils sont alles*" without the proper modification of the past participle. And what is even more important, the student learns that it is impossible to understand French, either spoken or written, without regard to the principles of grammar.

Then, too, dictation goes hand in hand with the increasingly popular inductive method of teaching grammar. Most modern text books are planned so that one sees the example first and forms the rule afterward. Proceeding on this same principle, dictation offers a splendidly emphatic reinforcement to the modern text book. Furthermore, the choice of suitable material for dictation presents no problem to the teacher, because generally speaking, the connected reading material offered in the text book provides a conveniently graded source of foreign text for dictation. If, however, the teacher finds the reading material not sufficiently elastic, it is possible to secure any number of simple texts composed of short stories and anecdotes arranged specifically and graded progressively for dictation. No foreign language teacher can afford to neglect the superior advantages offered by dictation but for further and undisputable proof of the matter. I should recommend the reading of R. W. Brown's "How The

(Continued on page 24)

EDUCATION AND DELINQUENCY TO BE DISCUSSED AT MEETING

The possibility of the school as an instrument for the prevention of delinquency will be discussed before the National Conference of Social Work at its fifty-sixth annual meeting in San Francisco, June 26th to July 3, under the leadership of Porter R. Lee, director of the New York School of Social Work, the president.

Mental hygiene in the schools, adult education, parental education, the schools and the juvenile court are some of the topics already announced which will be of interest to those in the educational field.

Dr. George Kirchwey, of New York, former warden of Sing Sing is chairman of the division on delinquency in which studies of the juvenile court, the probation system, the relations of schools to the delinquent child and education and medical service in the prison will be discussed. Material based on the Boston survey of criminal justice, in which the results of the present criminal system are being studied, will be included.

The program for the Conference and the thirty-two kindred groups meeting at the same time will be particularly colorful this year since emphasis is to be placed on the latest developments in social work in the states where the Mexican, Chinese, Japanese and Indian groups form distinctive social problems.

Some topics already announced are: the new unemployment, the social effects of the present naturalization policy, labor unions and social work, race improvement, mental hygiene in the schools, the church and family life, social problems of migratory workers, and the fundamental values of the moving picture.

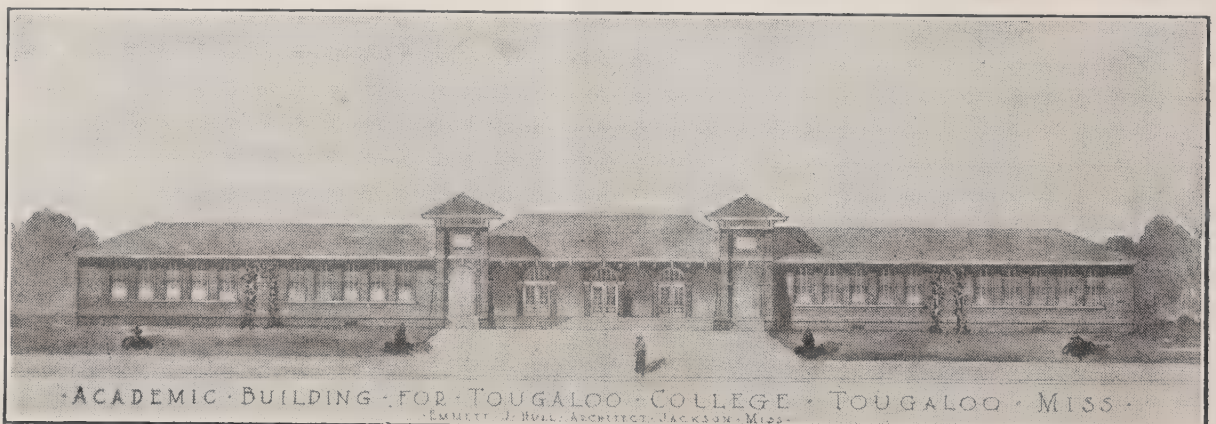
RACE RELATIONS COURSE GIVEN AT COLUMBIA

An educational development considered of the highest significance by the friends of better race relations in America is the introduction at Columbia Teachers' College this year of a credit course on "Negro Education and Race Relations." The course, which is under the direction of Miss Mabel Carney will continue in the form of weekly lectures through March 11. The lectures will be open not only to those enrolling, but also to any others interested, and a weekly attendance of a thousand or twelve hundred is expected. The leaders and subjects are:

Negro life and Education in the United States, by Miss Carney; Private Effort in Negro Education, Jackson Davis, Field Agent, General Education Board; Public School Education for Negroes in the South, N. C. Newbold, North Carolina State Department of Education; Social Background of American Negro Life Today, Eugene Kinckle Jones, Secretary National Urban League; Race Relations in the United States, R. B. Eleazer, of the Commission on Interracial Cooperation, Atlanta, and Walter White of the National Association for the Advancement of Colored People.

The introduction of this course at Teachers' College is considered most important in view of the fact that those taking the course are teachers, who in turn will be in position to reach multiplied thousands of boys and girls in after years. It is understood that definite efforts are being made by the Interracial Commission of the South to secure the introduction of similar courses in many other teacher-training institutions.

—R. B. E.



Tougaloo College, Tougaloo, Mississippi, W. T. Holmes, President

Jackson, Mississippi,
February 27, 1929.

President J. W. Davis,
W. Va. Collegiate Institute,
Institute, W. Va.

My dear President Davis:

The Mississippi State Committee appointed by our State Teachers Association and authorized to devise plans for the handling of affairs incident to the coming of the National Association to our State in July, met a few days ago and made the following discoveries: First, that the Mississippi Negro State Baptist Convention meets this year in Clarksdale, July 22-26, inclusive and, second, our National Association of Teachers in Colored Schools is scheduled to meet in Jackson domiciling at Jackson College, July 23-26, inclusive, and these two meetings are so important to the leaders in school and church affairs of our State that I thought it worth while submitting these facts to you and Mr. Calloway for consideration. In as much as the Baptist Convention dates are fixed in their Constitution, (that is, to meet annually on Monday after the Third Sunday in July), I am sure that a change of dates of meeting can not be affected through them; hence, I am open to you for any suggestion of a change of dates of meeting by the National Association say, *Tuesday, July 30 to August 2*. I hope you clearly understand the spirit of this letter, as I am desirous of having the full co-operation of all our state leaders, both in Church and in school, in connection with our national body.

Please let me have your reaction as early as possible.

Very sincerely yours,

B. B. DANSBY,
President.

(Continued from page 18)

10. To give inspiration by showing the value of education, the teacher's opportunity for service, and make his world in which he lives worthwhile for himself and his fellowman.

These objectives are only suggestions to the County Units, with the hope that they may help in the real contribution in the better living conditions in each county community.

Parent-Teacher Association

The Parent-Teacher Association is doing a great work in cementing the spirit of co-operation and understanding between the home and the school.

The object of the Parent-Teacher Association is well outlined by the National Congress of Parents and Teachers:

1. "To promote child welfare in the home, school, church, and in the community at large; to raise the standards of home life; to secure more adequate laws for the care and protection of women and children.

2. "To bring into closer relation the home and the school, that parents and teachers may co-operate more intelligently in the training of the child; to develop between educators and the general public such united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education. There should be intelligent, trained parents alive to their responsibilities, in every home in America; in every school, teachers willing to co-operate with every home represented in the school."

Recommendations

The world is beginning to understand that all children, regardless of their birth, or conditions, have rights which society and state must recognize. Chief among these, is the right to an education. We are also conscious of the fact, that neither society nor state will reach its best until the boys and girls, the future citizens, have reached their best. Then, without question the first duty of a state is to provide equal opportunities for all of its children, in order for them to develop their best manhood and womanhood powers.

First, may I beg, that the teachers work in co-operation with parents, ministers, and school officials in their respective communities in devising plans for each child to have his right to attend school. If the public trust should fail to provide ways and means for the children, do not be stunned by the disappointment. You work the harder. Second, is it not possible for the Alabama State Teachers' Association to have money in trust to help financially a clever boy or girl whose aspiration is to finish college and serve as a teacher in the state? This money to be used as a scholarship-loan fund will be passed on to another worthy student whose desire is to teach in the schools of the state.

One boy or girl given a chance in life will speak louder for our history, than all of the money spent to foster other fleeting things.

Third, a continuation of the County Educational Units, to give inspiration, to schools and community improvements. These units should begin operation in each county at the beginning of the school year; meeting once monthly and presenting constructive programs. To get in touch with the county officials, inviting them to share with the teachers as speakers on the programs.

Do not become discouraged because a few teachers do not co-operate. It is true in all of the world's business for betterment of mankind. There will always be a few laggards.

Fourth, to create an Executive Board, whose duty it will be to shape the policy of the Association. This Executive Board will have in charge all interests of the Association; namely, educational investigations, encouraging to action County Units, formulating programs for the advancement of education in Alabama, for the development of the Negro schools, offering a solution for our perplexing school problems, etc.

Officers should be as follows:

An Executive Chairman elected by the Association;

An Executive Secretary elected by the Association;

A representative membership from each county in the state elected by the County Unit. The representative number to be decided upon by the State Association.

The chairman of the Executive Board should be a specialist in the handling of educational problems. (Suggestions.)

Fifth, a substantial treasury should be the backing of the Association, in order to push across any project that needs financial aid. This can be done, if all of the teachers in the state will register annually 100%.

Sixth, the Alabama State Teachers' Association should be so well organized that the annual meetings will bring the teachers together for consultation, and for problem solving. Each teacher should feel it his duty to be present in the meetings for his school interests and development. The registration for the Association should be a part of the school contract.

Seventh, the departmental groups should plan each annual program to reach the needs of the teachers in the respective departments. Much time and thought should be given to these sections. The real messages of the Association should be given to the teachers in these departments. Such discussions as: Excellences in school management, excellences in classroom work, errors in school management, and errors in classroom work, are vital problems that should be solved in the departmental groups. The findings of these departments are of much interest

to all of the teachers and should be reported in the general body for the benefit of all of the teachers.

The Teachers' Task

Finally, may I say a word of commendation of the teachers behind these educational movements?

It has been my privilege to come in personal contact with many of the teaching groups in the state.

No tribute has ever been paid too high for labor. It is the creative force of the world. It is not for today, or for tomorrow; it is eternal. Institutions along all lines have come and disappeared, but the day has never arrived when labor in some form was not needed.

If the school doors should be closed for a period of ten years, it would be the greatest catastrophe that ever befell a state or nation; a tragedy to the human race impossible to depict and too frightful to contemplate. The records of those in our midst who will not avail themselves of present school opportunities prove the truth and the sincerity of these words.

When we realize that the school teachers, who are in the schools of the state, are among its hardest worked and poorest paid toilers in the public service, we can not refrain from crying out for patience, faith and endurance.

The unthinking do not comprehend the task set; the progressive work to be accomplished; the requirements essential to the ardent duties of the schoolroom, the infinite patience to be possessed; and the demands of the public voice to shape the character and to mold the mentality of the future men and women of our country.

The benefits to be derived in the school will be handed down to generations unborn. A government of the state or nation rests upon the educational activities of the schoolroom.

Then the school teachers deserve well at the hand of all the people.

Is it too much to say, that the school teachers have accomplished more "for all that we are and all that we hope to be," than any other agency in patriotic America? Walter Hines Page said on one occasion: "The far-reaching quality of the work that energetic educators are doing lifts them out of the ranks of mere schoolmasters and puts them on the level of constructive statesmen. They are the servants of democracy in a sense that no other public servants are."

The appreciation for the school teacher should be shown in some tangible ways—by paying them a living wage for all that they do; by helping them to keep fit in order to endure the strain of the classroom; to help them to keep mentally fit by study for self-improvement; to help them to meet the new demands of the schoolroom—for higher and better work. More is expected of the school teacher in proportion to the pay given them than any other class in public service.

And, when teachers have given the best years of their lives to maintain the nation's strength in citizenship, too often they are turned out to a cold world, penniless and without sympathy.

It is faith in the good cause which we espouse, and the work not measured in dollars or cents that keeps alive the spirit of service.

"O men, bowed down with labor,
O woman young, yet old,
O heart oppressed in the toiler's breast
And crushed by the power of gold,
Keep on with your weary battle
Against triumphant might,
No question is ever settled
Until it is settled right."



Exterior View of Florida State Auditorium



Mixed Orchestra, Florida State College

(Continued from page 13)

here. Then we took a trip down the Amazon to Ecuador. As we went down the Amazon we saw many rubber and coffee plantations and we saw vast forests.

As we reached Quito which is the capitol of Ecuador. We found it to be a very interesting city. We had the privilege of going to the city market which very much different from our own. It was our pleasure also to go down to the principal Port Guayaquil. We went from Quito to Guayaquil on the railroad which was finished in 1908.

Ecuador is noted for copper, iron, lead, coal and cacao from which chocolate is made. Coffee and ivory nuts are the chief agriculture products. Many panama hats are woven in Ecuador. Earthquakes are common. Many houses are built of timbers and bamboo laths so that they may not be shaken down.

Then I sailed to Central America for a short visit as my time would not allow me to go to any other cities in South America. Finally I sailed home the last of July."

(Continued from page 14)

list of the magazines indexed is given in the front of the Guide.

The use of the Guide is simple. Look for the subject wanted as in the index of a book. Make a note of a reference by taking down the name of the magazine, the volume, number, the paging and date.

The intelligent use of reference books is not the task it is often imagined to be. The clearness with which everything is systematized today makes it easy to find most information. Only a bit of patience is needed. And it is worth it, for as Spenser so aptly phrases it,

"By knowledge we do learn ourselves to know,
And what to man, and what to God we owe."

(Continued from page 19)

French Boy Learns to Write." which thoroughly expounds the merits of dictation, and, in addition offers much that is new in the technique of foreign language teaching.

I have thoroughly enjoyed Miss King's article on "Selling French" for I feel that too much care and attention cannot be focused on the proper motivation and resultant stimulation in the teaching of foreign languages. But I do advocate that with the introduction of dictation Miss King's program would be even more effective. If one regarded merely the improvement effected in the ever present and all important time element that alone would furnish sufficient "raison d'être" for dictation. Teachers of two year courses in French will particularly welcome dictation because of the unlimited opportunity it affords for speeding up the learning process.

Teachers of four year courses will also embrace dictation because it cements, at an early stage, the formation of right habits to be continued throughout the course. Dictation is an invaluable asset. With its introduction into the daily program I am certain that both the "selling" and the teaching of French will be immeasurably improved.



H. C. Trenholm
Alabama's Energetic State Promotion Committee
Chairman

BE STRONG

Be strong!

We are not here to play, to dream, to drift;
We have hard work to do, and loads to lift:
Shun not the struggle—face it; 'tis God's gift.

Be strong!

Say not, "The days are evil. Who's to blame?"
And fold the hands and acquiesce—oh shame!
Stand up, speak out, and bravely, in God's name.

Be strong!

It matters not how deep entrenched the wrong,
How hard the battle goes, the day how long;
Faint not—fight on! Tomorrow comes the song.
—Maltbie Davenport Babcock.

(Continued from page 17)

individual to dare and do, to keep abreast under the nervous strain of the lock-step of this aggressive and highly materialistic civilization.

V. The rise of the individual to a position of recognized importance and value demands individual health.

In those days of pomp which was of Rome and of renown which was of Greece, we learn much of what the men in power did. We read of a hundred successful battles of Caesar and of as many successful forays of Xenophon, and somehow forget the thousands of soldiers whose sacrifices and death brought the successes of these men. The submergence of the individual has been the order of affairs in every country and in every age down to the present. A change is marked. If today, in a war with some Far East country, one American soldier is killed, short biographical sketches of his life may appear in print in every civilized country tomorrow. And, if the American general in charge of the post made some mistake in sending out the detachment in which this death occurred, the world may read a few days later that this same general has been recalled and that another one has been dispatched from Washington to take his place.

The world is fast realizing the value of a human being. Within recent years, various authorities have attempted to place a money value on human life. Following very closely the calculations of these authorities, a human being at birth is worth a little more than a hundred dollars; at six years old approximately \$1,000; at 20 years about \$4,000, and this value is maintained until about 50, when the price drops to approximately 3,000 dollars. There is further decline at age 60, and a very considerable falling off at 70 years. Nearly 45 percent of the deaths in our country are premature, according to the best scientific estimates. The average loss to the American government for each premature death is about \$2,000. Preventable illness and deaths cost our country more than four times as much as our vast system of public education. If hogs were worth \$100 at birth, swine-husbandry would swallow up our present school curricula.

It is well to keep in mind those things which are included in the price of a human individual who has just arrived at the age of self support. There is the cost of pain and sacrifices of being born, cost of food, clothing, shelter, and general welfare, the cost of education, the cost of illness, the cost of time, grief, patience, worry of parents, relatives, teachers, friends.

Perhaps the most striking evidence that individuals now set high money value upon their own lives is the rapid progress of life insurance companies. A \$10,000 policy on the life of a man today is an ordinary thing. Individuals, by insuring their lives, admit that posterity would sustain a financial loss if

they should die before time. The greater a person thinks that this loss would be to posterity the more he insures against such a loss.

So much for the money value of an individual. But who would sell himself for a price? The individual is invaluable as the only one identical to his kind. There can never be an exact reproduction of an individual if once he is lost.

Schools are no longer masses of students; armies are no longer large masses of soldiers; nations are no longer masses of peoples. They are groups of individualities and of personalities. And the full expression of individuality and of personalities is dependent upon individual health.

VI. Common sense now forbids unnecessary waste of human life.

The time, thought and money which have been devoted to the ideas of conservation of forest, national resources, wild life, domestic animals, food, etc., have stimulated us to a fuller appreciation of the meaning and importance of conservation in human life.

There seems to be a growing "conscience" for health. This is indicated by the enactment of many civil and school laws dealing with health, by the creation or injection of new life into such organizations, as Red Cross, Better Homes, Cleanliness Institutes, Life Extension organizations, and a long list of governmental and privately operated health organizations and departments.

We are almost persuaded that the demands of health are first, and that education can wait—wait long, if necessary, on health.

It was stated that about 45 percent of the deaths in the United States are premature or postponable. With every postponable death there are usually unnecessary periods of sickness, unnecessary costs of doctor and medicine, unnecessary loss of wages, unnecessary loss in productive output, unnecessary cost of a funeral, and unnecessary disruption of the ties which bind together human society. But the story of the complete loss of an individual by untimely death to his family, state, and country cannot be told in dollars and cents. How may we set an estimate on the price of suffering, misery, grief, worry, prayerful attendance, and broken families?

The measure of an educated person was at one time the abilities of his mental processes. Experience and common sense have brought the revelation of the present that to educate is to prepare one for a life of physical fitness and usefulness.

VII. Competitive national life demands the shutting off of unbridled economic waste which results from morbidity and premature death.

With nations today, production, commerce, the arts of peace and war are conducted on the highest competitive basis. A nation of disease and fast-dying people cannot remain in the vanguard. Such a nation is doomed. It matters not how great its population, how immense its national resources, how

stable its treasury, how ancient and renown its mode of government.

It is illuminating at least to figure the total cost to a community and nation of producing a citizen "of age" who possesses sufficient ability and experience to live a long happy life of usefulness. To have such an individual take off before his time is like casting the nation's gold into the sea. On this side the period of productive serviceableness, death is always a great financial as well as an incalculable human loss.

VIII. The mind and body are inseparable. They are co-affecting and supportive.

To ask a person what under compulsion he would first deny himself of education or health, is like asking a man what under compulsion he would first deny himself of water or air. One would probably deny himself of water as this would make for the slower death. Both, however, are necessary for a long full life. The same is true with education and health.

We may no longer with good sense seek culture of the mind and the soul at the expense of, or through denial of the body.

To summarize, I have advanced 7 reasons for the statement that health is the first objective of education: 1. Authorities have designated health as a cardinal principle of education. 2. One's moral and religious usefulness is measured largely in proportion to his health. 3. One's social usefulness is measured largely in proportion to his health. 4. The changing times in the new civilization demand body prowess as never before. 5. The rise of the individual to a position of recognized importance and value demands health. 6. Common sense now forbids unnecessary waste of human life. 7. Competitive national life demands the shutting off of unbridled economic waste which results from morbidity and premature death. 8. The mind and the body are inseparable. They are co-affecting and supportive one of the other.

It should be apparent, therefore, that in the matter of health and education, we should seek first health. Education may wait.

(Continued from page 15)

Proprietary Remedies Company.....	Wheeling
Electrical Porcelain Plain.....	Parkersburg
Sanitary Pottery	Mannington
Stogie Factory.....	Wheeling
Clothes Pin Factory.....	Richwood
Shovel Factory.....	Parkersburg
Sheet Glass Factory.....	Charleston
Pressed Prism Glass Factory.....	Morgantown
Tannery	Richwood
Vitrolite Plant.....	Parkersburg
Hosiery Mills	Martinsburg
Axe Factory.....	Charleston
Natural Gas Gasoline Plant.....	Hastings
Largest Bottle Factory.....	Fairmont

2nd Largest Bottle Factory.....	Charleston
Iron Nail Factory.....	Wheeling
Toy Marble Factory.....	Clarksburg
Hand Cradle Factory.....	Moundsville

II. That the majority of the employees of these plants expressed a willingness to have Negroes if they qualified. In many cases the foremen stated that there was no desire to keep Negroes out but none had applied for jobs.

III. That the wages in these plants for skilled workers average around \$1800.00 a year.

IV. The demand for skilled workers was the greatest.

The committee recommended that:

1. The entire trades department be reorganized.
2. That vocation and vocational guidance be emphasized.

3. That propaganda be spread to encourage Negroes to go into the trades and industries.

The next year, 1926, our campaign of propaganda was inaugurated. We attempted to convince the Negroes on the following things:

First; that there was no stigma attached to manual labor. Second; that overalls are a badge of distinction. Third; that people engaged in trades and industry were not mentally and socially inferior. Fourth; that trained technicians received bigger wages and worked less than any other workers. Fifth; that the economic salvation of the race rests upon the building up of a "well paid, well housed, and well fed middle class."

We carried this propaganda to the people through the medium of the press, the pulpit, and the platform. Articles on various phases of the Negro Economic Life were written by members of the faculty. These articles were given wide spread publicity. President Davis and other members of the faculty spoke throughout the state on the necessity of more trained technicians and artisans. The various fraternities and sororities in their educational programs cooperated. In chapel, instead of having only professional men speak advocating the merits of their profession, men in industries and trades were invited to speak on the opportunities and advantages of their vocations. Ministers were asked to preach from the many notable Biblical passages on the subject, "The dignity of Labor". Parents were encouraged to tell their sons and daughters to become trained artisans rather than lawyers, doctors or teachers.

A course in Negro Labor Problems was introduced at this school in order to invoke an interest in Negro Labor. Teachers of the trades department were brought in closer relationship by having committees composed of both groups to study methods for more definite correlation of the trade subjects and academic subjects.

We feel that our efforts were not in vain. We at least started the people to thinking about the prob-

lems and most of them expressed a willingness to cooperate.

This year work began on the plan itself. A committee headed by Mr. Homer Taylor, Director of the Mechanic Arts Department, and the Directors of Business Administration, Agriculture, and Home Economics in conjunction with the President, labored indefatigably working out the details of this plan.

In May a general announcement of the plan was made public. In this announcement its aim and methods are stated. They are as follows:

"The West Virginia Collegiate Institute Plan involving vocational, commercial, industrial or trade training is an outgrowth of the prevailing idea of present inadequate efforts at training along these lines which are so necessary in any sound and inclusive educational plan for Negro Youth. This plan is one of co-operation between the Institution and organized and operating industrial and commercial businesses. No conflict with labor or labor organizations is anticipated. Co-operation from many of these sources along certain lines of work has been assured. The plan revamps the old apprenticeship idea of education on a constructive vocational basis which contemplates definite co-ordination and correlation or theory and practice. Students will be given theory and only introductory practice at school. Such practice will fit the student to work outside of the school under foremen, contractors, private or corporate business directors. Students will alternate at being in and out of school. All work will be carefully checked and evaluated."

Under this plan teachers at school are not only instructors but salesmen of contact points between the students and organized businesses. Such a relationship revitalizes all work attempted within the institution. The plan now suggested differs from all other existing co-operative plans in that its service feature is emphasized more than traditional school processes which demand much in terms of "educational entrance requirements", "pre-requisites" and "courses". Through a careful analysis of the student and his vocational needs, he will be guided and admitted into this school of **Service Education**. Only "matter courses" which are deemed necessary to the students vocational or citizenship fitness will be provided. At present the plan is more thoughtful of a firmer economic outlook for the student than of the so called organized "school curriculum." Through guidance and evolution a choice may be made later of students for functional "school courses."

This plan breaks from other co-operative plans now in use in that it supports the ideal of an efficient workman and not the traditional "award for graduation". The position is taken that a **simple recommendation involving efficiency to work** as a carpenter, brickmason, auditor, office secretary or caterer is as worthy as a "diploma". It points to

"readiness to work" and not "graduation". This is only a preliminary statement of the plan of training now proposed. A bulletin giving fuller information is planned.

Limited Enrollment

The plan of Service Education herein announced is new and represents a serious departure from any educational effort ever attempted in this Institution. It calls upon students to alternate at being in and out of school. The Institution is most anxious to safeguard the confidence of outside businesses through student placement. For these reasons, at the start student enrollment will be limited. The limitations will be greater in some fields than in others. Reasons for this is obvious. A sufficient number of students will be admitted to support the alternating plan. This suggestion of limitation should not prevent any person from applying now for admission to the work of his or her choice.

Proposed Courses

The institution is **now ready** to accept students to work in the following vocational lines:

1. Brick-masonry
2. Plastering
3. Bookkeeping
4. Printing
5. Auto mechanics
6. Carpentry
7. Plumbing
8. Secretarial Work
9. Horticulture
10. Animal Husbandry
11. Dairying and truck farming
12. Poultry
13. Greenhouse work
14. Home Economics.

The proposed bulletin will give fuller outline of courses to be offered in this school of **Service Education**. The length of time in a vocational field will depend upon the student's ability to make progress. Careful study will be made of each student's progress so as to place him or her where best work can be accomplished.

Important Points of Plan

1. This plan is accepted as the reorganization of one of the regular departments of the Institution.
2. Students who enroll in this school of **Service Education** will be bona fide students of the institution. They may, according to their choice, take part in all of the regular or extra-curricula activities of the institution.
3. The plan represents a practical service feature in education. A higher degree of citizenship

through a stronger economic status is one of its controlling objectives.

4. It is designed to help young men and women discover themselves through useful participation in industry, agriculture and commerce.
5. An attempt will be made with the plan so far as feasible to correct to some extent so called "School Mortality."

Courses have been outlined and many new facilities added to the Institution to put over this plan. A few of the outstanding additions are: the new Home Economics Cottage, the new Auto-Mechanics Shop on the main road, additional equipment in the form of a new Linotype machine which has been added to the Print Shop. A new member was added to the agriculture department, facilities for a book store and books have been provided for the Department of Business.

The President and members of the faculty are making every effort to make this experiment a success. If it fails of practical application, we feel that it will still succeed in arousing an intelligent and militant interest in this the greatest single problem confronting the Negro.

(Continued from page 16)

was probably an **accident**. Further on, a bath became an **incident**, looked upon as unavoidable in the business of fishing or crossing streams. Last of all a bath became a **frequent event**. It acquired importance in itself as a means of cleanliness and comfort."

This brief summary of these three books will serve to show that they aim to make cleanliness a desirable and active part of the everyday life of children—to make children **want** to be clean and when they want to be clean they **will be clean**.

(Continued from page 11)

fidence and approval of both the General Education Board and the National Education Association. Special studies conducted under the direction of the Association have commanded wide attention and have been the means of some definite constructive efforts for improvement especially in the field of secondary education. Officials of the organization have lectured at Columbia University, and at one of the annual conventions of the National Education Association. An executive secretary has been employed and National Headquarters established at Tuskegee Institute, Alabama.

These, as has been said, are encouraging signs, but the Association must fairly face the challenge to free itself from the shackles of petty politics within, and from the domination of educational systems and boards from without, before it can foster a program that will be of sufficient practical benefit to the individual teacher to command his moral and financial support.

J. C. Wright.

(Continued from page 5)

after all, theirs has been no mean contribution to civilization.

And, finally, Negro youth must be taught to live the collective life. A lesson that the youth of all progressive races must learn; that the interest of the one of whatever race variety must be the concern of all, that no man, or group of men, liveth to himself or themselves, that they must function in the **total**, not a **segment**, of the life before them, both as worker and as citizen. Too many institutions of learning have encouraged their Negro students to cultivate an attitude of self-effacement in matters of politics, and the higher reaches of citizenship, to be unconcerned about public affairs, especially of a political nature, to run the rounds of their life along the lower economic and civic levels. To let others enjoy the usufruct of their labors, and to rule while they work.

There must be an end to this kind of pussyfooting in institutions of learning for Negroes. The Negro youth must be taught what other youths have learned; business adventure, pride of race, and active interest in matters of general welfare. Above all, to feel obligated to do their utmost under all circumstances to lift the bane of the evil heritage that slavery has entailed upon them, and to cultivate a sense of direction that shall lead them into race efficiency and full citizenship.—Courtesy of The Kansas City Call.

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*Official Organ of the National Association of Teachers
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VOL. IX

JUNE-JULY, 1929

NUMBER VII

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JULY 30, 31, AUGUST 1, 2, 1929

THE BULLETIN

VOL. IX

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NUMBER VII

TABLE OF CONTENTS

	Page
Negro Education in the South, Leo M. Favrot.....	5
Negro Education in South Carolina, E. A. Grant.....	9
Editor's Page	10
High School Students Should Know, H. Manning Efferson.....	12
Outlines for Grade Teachers, Alden Hewitt.....	13
Constitution and By-Laws, Past and Present.....	14
The Place of the School in Social Reconstruction, Geo. A. Phillips.....	24
The Call of the Parent-Teachers Association.....	27

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Jackson and Mississippi Awaits the Coming of the National Association

Jackson and Mississippi stand at "Attention" awaiting the coming of the National Association of Teachers in Colored Schools, July 30-31 August 1-2. In coming to Jackson, you will come to a city of 75,000 people, fifty per cent of whom are Colored. These are among the best class of representatives of the race and live here in perfect harmony with all the other people.

Their homes are among the best to be found anywhere and the hospitality with which they entertain strangers is peculiar to them. Every respectable home in Jackson will be thrown open to the delegation coming and the reception you will receive here will be that only found in Mississippi Southern Hospitality. Jackson and the surroundings have many miles of hard surface roads and all roads leading into the city and about Hinds county are at least graveled and can be traveled in all kinds of weather. Vicksburg, the historic city on the mighty Mississippi river is only an hour's drive from Jackson. Here you will be given a drive through the National Park which is one of the prettiest anywhere. En route to Vicksburg, you pass through Edwards, Miss., where is located the Southern Christian Institute, a school presided over by Dr. J. B. Lehman and fostered by the Christian Church. They are preparing to make your stop over interesting.

Just an hour's ride from Jackson south, you will come to the town of Utica, Miss., on a hard surface road. This town has been made famous by the building of Utica Institute, founded twenty-six years ago by W. H. Holtzclaw, a graduate of Tuskegee and is modeled much after the fashion of Tuskegee. In fact, we call it, Mississippi Tuskegee.

Driving of about forty minutes southeast of Jackson, you will come to the Piney Woods Country Line School founded and still presided over by Lawrence C. Jones who came to Mississippi some twenty years ago and went into an open country and single handed has built quite a school for the race.

"Lest we forget," just ten minutes driving and you come to Tougaloo College where one session of the Association will be held. Tougaloo College is a credit and the President, Dr. W. T. Holmes has kindly thrown open the doors of this institution to the service of the Association and urges that a session be held there.

Jackson proper, has Campbell College, fostered by the A. M. E. Church just across the street from Jackson College. This institution will be open for inspection by the delegation and some sessions of the Association will be held over there.

Jackson College, the host, has ample space for the meeting and the president and his very able commit-

tee are getting everything in readiness for the coming of the National Association.

Besides the colleges in and about the city, we have one of the very best buildings to be found anywhere the High School work of the city is done. A session of the Association will be held there.

Many historic spots surround Jackson, many magnificent buildings, picturesque scenery, hospitable people, climate unsurpassed; all this and much more will greet your coming to Jackson to attend the National Association. Five thousand teachers in Colored Schools bid you come and be welcome.

Those who may want to know their home and address while attending the National Association will please write, Pres. B. B. Dansby, Jackson College, Jackson, Miss.

President J. H. Moseley of the N. A. T. C. S., is leaving no stone unturned to see to it that the proper arrangements are made to entertain the National Association.

W. W. Blackburn, Executive Secretary of the Mississippi Association of Teachers in Colored Schools has been made Chairman of the Program and Promotion Committee for the coming of our National body and he is seeing to it now that Mississippi's financial part will far exceed any previous year.

Many persons now of National repute were once citizens of this grand old state and we are looking for them during the coming of our national association. Among these we mention, Ex-President Grossley, Delaware; President J. M. Gandy who is an alumnus of Jackson College. Prof. Young who at one time was principal of the city schools of Jackson

The attitude of Johnny's teacher toward Johnny's tantrums which have been induced by discord at home, was one of the subjects discussed before the National Conference of Social Work which met in San Francisco June 26 to July 3. The Conference was open to any who wished to attend and hear discussions of the various phases of social problems of the day.

Miss Elizabeth Dexter, head visiting teacher in Newark, N. J., spoke on the attitudes which teachers take toward the type of behavior which they regard as most serious, and touched upon some of the ways of dealing with it through the visiting teacher and the psychiatric social worker.

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THE BULLETIN

VOL. IX

JUNE-JULY, 1929

NUMBER VII

Negro Education in the South

Leo M. Favrot, General Field Agent, General Education Board

Read before Department of Rural Education, N. E. A., Atlanta, July 1, 1929

Were the story of Negro education in the South told in terms of a devoted group of missionaries who spent the best years of their lives in unselfish service to the cause, of a group of patient, consecrated teachers of the Negro race who struggled against fearful odds, of the significant achievements of a few outstanding, far-seeing and courageous school officials, or of the steady and remarkable advance made in certain lines of endeavor through the aid of philanthropic enterprise, it would be a story to brighten the pages of the history of education in the South. Were the story told, however, in terms of the slow growth of public sentiment, of the disappointment and discouragement of large groups of workers of the Negro race in their efforts to advance, of the poverty and inadequacy of their school system, of the indifference and neglect of a large majority of school officials, yes, and of the discrimination practiced, often to the extent of depriving the Negro child of most of the money set aside by the state constitution for his education, it would be a sad story, and a story hardly worthy of the glorious heritage of honor and high purpose to which the South loves to point with pride. If the attitudes of each race towards the other were made the basis of the story, it would be varied and interesting for attitudes are rapidly changing in some sections of the South, but remain unaltered in others. If the story were told in terms of the cold, hard statistical facts it would not be a pretty story; but, on the other hand, if told in terms of human relations, of mutual forbearance and of sympathy and understanding on the part of each racial group, there would be in the story much of pathos and beauty. But the story of Negro education in the South, if honestly told, must partake to some extent of all of the elements involved. It is a strange and curious mosaic made up of small pieces of varied design and hue. The pattern lacks uniformity. Sometimes it presents a pleasing and harmonious effect, marred in a measure by some figure of bizarre shape or some jarring color. Often the design is drab and unbeautiful. In this mosaic the symbols of sacrifice and devotion are toned down by signs of indifference and neglect; here, enthusiasm and earnestness are dulled by poverty and inadequate ideals; there, courage and a broad vision are held in check by fear and a limited intellectual horizon; yonder, private beneficence

lays a pretty pattern but its effect is offset by public hesitancy, doubt and indifference. Such is the mosaic of Negro education in the South and it is from this general medley that one must select here and there material by way of illustration of its high and low points, and its strategic values.

The missionaries came to the South to do their work under the most trying circumstances. They came to a region where the teaching of slaves in many of the states had been forbidden by law; where the Civil War had engendered sectional bitterness; they came to engage in a cause which seemed at that time entirely out of harmony with the spirit and traditions of the old South. It is not surprising that the white people on both sides regarded the mission schools as forts in the enemy's country. Only now are we beginning to appreciate the services rendered by the church missionaries of that early day. Their schools have trained the present leaders of the Negro race. They have set standards of scholarship and conduct and engendered a Christian spirit among their pupils that has contributed largely towards the pleasant race relations that exist today. Those mission schools and colleges that have survived are among the best private colleges in the South and continue to render invaluable service in training Negro teachers and leaders. The South owes them a debt of gratitude.

How heroic, too, has been the work of scores and hundreds of patient and persistent souls among the Negro teachers! Men and women who have grown old in the service and who by faith have kept at their task amid discouragement and delays pleading for a better chance to do their work, a better house, perhaps, to replace the worn and unsightly building which has been in use for many years; another primary teacher to relieve the teacher who is trying so hard to give instruction to 80 or 90 little children; another month of school in order that the children may stand a reasonable chance of being justly and honestly promoted to a higher grade; a slightly higher salary schedule that the teachers may have a living wage and spend a part of their summers in self-improvement; a few more desks and seats to allow a fair measure of comfort and freedom; some needed repairs to keep out the rain or better to control ventilation in the winter time. It is people like these, "inching along," as it were, who are respon-

sible for much of the growth, slow but steady, in Negro education in the South.

And this group of steady, patient and persistent workers include the Jeanes agents. They visit the remote rural schools and communities and represent their cause in council. While these agents can hardly be called professional supervisors, they help the teachers and carry the school's message into the homes of the people. They are close to the people and can interpret their school needs to the county superintendent. Through their persistent efforts great changes have come about.

Of courageous, far-seeing school officials, the number grows yearly. There are the men in state departments of education called state agents for Negro schools, who, filled with zeal for this cause, are devoting their time and abilities in trying to advance it. Behind them are the state superintendents of education. These agents are concerned with large problems of state-wide importance. They are striving for an adequate state-wide programme for training teachers, such as has been brought to full fruition in North Carolina with its five state institutions of higher learning; they are working for better elementary schools, for high schools and colleges; for more adequate schoolhouses and equipment; for a more wholesome attitude on the part of school officials, especially in the backward counties of the South, and the counties with a large Negro population. In the office of county superintendent are found an increasing number who have made the improvement of the Negro schools a paramount professional purpose. Sometimes this county superintendent, man or woman, has taken into his confidence the business men and professional men of the community and enlisted their cooperation in a forward looking programme with remarkable success. Such interest and effort on the part of one superintendent, for example, has resulted in his county in a wise consolidation of the Negro schools as well as of the white schools, with transportation at public expense for the pupils of both races. Such interest and educational statesmanship has resulted in a carefully worked out plan in another county of locating wisely schools of primary grade, other schools of grammar grade, and a central county industrial high school and centre for training rural teachers. In still another county it has meant the erection of an excellent modern county training school for Negroes at a place where a race riot stirred the nation a few years ago—the best possible emblem of a better spirit of racial good will. In one of the important cities this interest of a public school official has manifested itself in the development of a high school and junior college to occupy a carefully planned building to cost, when completed, over \$400,000, and the employment of an assistant city superintendent, a man of high caliber and professional attainments, who will give his entire time to directing the work of Negro education in that

city from kindergarten through junior college. In a small city on the eastern coast, a middle-aged city superintendent with all the grace and courtesy of a gentleman of the old school, spends by far the major portion of his time in directing the work in his Negro school because he realizes that it needs his services more than the white schools under his jurisdiction. Many instances of just such interest and activity demonstrate clearly that the school superintendent is in a strategic position to help the cause of Negro education, and that men of broad vision and interest in humanity in this position can render the South inestimable service.

Philanthropy has rendered two outstanding services to Negro education in the South. It has, first of all, helped to fasten the attention of school officials and Negro leaders upon specific needs and objectives, and, in the second place, by giving small amount of money, it has stimulated the South to invest increasingly larger amounts in Negro education. When the Jeanes Fund, for example, began to supply aid for helping the remote rural schools and rural teachers twenty years ago, it was frequently necessary for the Fund to pay the entire salary of a Jeanes county agent in order to start the work. Gradually, year by year, the proportion of money invested in this cause from public funds has steadily risen. There are 351 Jeanes agents at work today in about half of the counties of the South with a large Negro population rendering signal service in helping the most backward Negroes to appreciate and enjoy the benefits of a richer life and a higher civilization.

The Slater Fund has helped colleges and secondary schools. Its most significant contribution has been to help develop county training schools in counties where none existed and where they were badly needed. These were organized in the beginning to furnish rural schools with better educated teachers. Many training schools have become four-year high schools and states have in more recent years done much to stimulate Negro high school development throughout the South. There are now 471 four-year Negro high schools in 14 states of the South of which 256 are accredited. Three-fourths of these schools are public high schools. Outside financial aid, including the Smith-Hughes Fund for vocational education, has stimulated such schools to receive yearly increasingly larger appropriations from public sources. Eight of the Southern states are now supplying special state aid to Negro high schools; sometimes on the same basis as to white high schools, and sometimes out of special funds provided by the legislature for this purpose.

The General Education Board has worked as a silent partner with state departments of education and with the Jeanes and Slater Boards as they have developed their programmes for the improvement of Negro education. Outside of cooperation with the Jeanes and Slater Funds, its two significant con-

tributions to public education have been towards the establishment of divisions of Negro education in state departments, and towards the development of adequate state schools for Negroes; schools in which teachers, particularly, are trained. By giving from one-fourth to one-half of the cost of a building programme states have not only been stimulated to give the remainder necessary, but the added cost of maintenance of the larger school plant has invariably been borne by the state. State A. & M. colleges and normal schools for Negroes in the South are rapidly becoming recognized as distinctly superior types of institutions.

If the story of Negro education were told in terms of what has been accomplished with aid from the Julius Rosenwald Fund alone during the past twelve years, it would, indeed, be a heartening story. To say that during this period the Fund has assisted in the construction of more than 4500 school buildings does not begin to tell the story. For to each one of these 4500 communities there has come a new vision, a new outlook on life, a community self respect. The buildings are admirably constructed, modern and attractive. Here, too, the contribution of a philanthropy has been stimulating. The proportion of the cost of buildings borne by the Rosenwald Fund has diminished from 50% in the early days, to less than 18% today. It is encouraging to find that considerably more than 50% of the cost of these buildings is borne by public taxation and that year by year this proportion grows. The public is increasingly realizing its responsibility for providing school facilities for the Negro children. More than one-third of the Negro rural schools in the South are now housed in Rosenwald buildings, and the demand for new buildings continues vigorous, 420 having been completed this year. The Rosenwald Fund is assisting also in supplying school libraries, in trying to stimulate longer terms, in transporting Negro pupils to school, in providing industrial high schools for Negroes in cities, in health education, in helping higher institutions, and is ever on the alert to help the cause of education for Negroes in every way possible.

Two movements in Negro education have vitally affected all education in the South. One of these is the influence of Hampton and Tuskegee. Perhaps no two institutions have ever studied their task with greater care and mapped their programmes with greater regard for the needs of the people they were designed to serve. It is not uncommon to hear from white school administrators, after the service of institutions like Hampton and Tuskegee has been described to them, "I can't see why such service wouldn't also benefit the white child." So this influence has helped to create the demand in the South for vocational agriculture and home economics, for home and farm demonstration and girls' and boys' club work, for health work, and for every

movement that tends to tie the school or educational agency closer to the lives of the people.

The other movement that has vitally affected education in the South is the Rosenwald building movement. Scores, probably hundreds, of white schools have used the Rosenwald building plans. The division of schoolhouse planning in the state departments of education, and the Interstate Building Service recently inaugurated at Peabody College in Nashville, Tennessee, owe their origin to the emphasis placed by the Julius Rosenwald Fund upon the careful planning and construction of schoolhouses, especially in the rural districts.

Notwithstanding the hopeful and encouraging signs, there are elements in the picture that are not encouraging. With all of the fine service in catering to the real needs of the rural Negro rendered by the Jeanes agents in 351 counties in the South, it must be remembered that there are still 306 counties with heavy Negro populations without Jeanes agents or their equivalent. Most of these counties are in darkness as regards Negro education. Even though the Slater Fund has helped to provide 400 county training schools, or high schools, and public high schools in cities have sprung up in increasing numbers, there are still 281 counties in the South without any high schools public or private. Then, too, more than two-thirds of the high school pupils are enrolled in city high schools, while, according to the 1920 census three fourths of the Negroes live in the country. High school enrollment in fourteen southern states is less than 10 for each 1000 Negroes, while in the United States there are 39 high school pupils for each 1000 persons.

Notwithstanding the fact that more than 4500 Rosenwald schoolhouses have been built, and notwithstanding the special effort made by adding a bonus to build the first Rosenwald schoolhouse in a county, there are still 189 counties with a material Negro population without a Rosenwald schoolhouse, and these counties, and many with few buildings and without Jeanes agents or high schools, are too frequently counties with the largest Negro population. The pressing problem before school administrators in the South is to stimulate interest in Negro education in the weakest and most backward counties and in the black counties.

A study of the reports issued by state departments of education show that in comparison with the schools for white children in the South the Negro schools, as a whole, are far behind. While in 14 Southern States the average number of pupils assigned to the white teacher is 31, and the number varies from 28 in one state to 44 in another, in the case of the Negro school the average number of pupils for each teacher is 44 and ranges from 33 in one state to 69 in another. The average length of school term for the white school is 159 days with a minimum of 140 days in one state and a maximum of 188 in another, while the average length of term in

the Negro schools is 129 days ranging from a minimum of 103 days in one state to a maximum of 181 in another. The average annual salary of the white teacher in the 14 states is \$900, ranging from \$728 in one state to \$1437 in another while the average annual salary of Negro teachers is only one-half of this average for white teachers, \$458, ranging from \$289 in one state to \$1009 in another. The average expenditure for salaries per white pupil enrolled in these 14 states is \$28.88, ranging from \$16.51 in one state to \$44.25 in another, while the average expenditure for salaries per Negro pupil enrolled in these states is \$10.04, ranging from \$5.62 in one state to \$26.70 in another. This comparison of the white and Negro schools might be extended to the per capita investment in buildings and permanent improvements, the per capita cost of secondary and higher education, to the proportion of Negroes of scholastic age enrolled in school in comparison with the proportion of white pupils of scholastic age enrolled in schools, and to many other phases of Negro education in which the discrepancy in public support is conspicuous.

A significant condition in the Negro public schools is found in the fact that 65% of the children enrolled are in the first three grades, while in the white schools in the same states only 45% of the children enrolled are in these grades. In the primary departments, inadequately staffed, there are serious problems of retardation and the cost of education of the Negro is considerably increased by the number of repeaters, especially in the lower grades. One state superintendent of education has computed that in his state the average cost of keeping a child in school for the year is \$45.00, while the average cost for each child promoted is \$90.00. It is estimated that the 15 Southern states have an average per capita wealth behind each child, six to thirteen years of age, of \$9,783 with a range from \$5,777 in the poorest state to \$17,408 in the richest, while the per capita wealth in the United States for each child six to thirteen years of age is \$17,618. The problem of financing a dual system of schools for the children of the South is grave at best, and the economic problem is intensified by the high cost of educating the repeaters and retarded pupils.

One of the serious problems facing school administrators in the South is the problem of school attendance, especially in the Negro schools. The economic needs of the family, the failure of parents to realize the value of each day's schooling, and the failure to enforce compulsory attendance result in a serious waste of time and effort. There are Negro schools in the South trying to operate for eight months that have in attendance fewer than 30% of the maximum enrollment for the first few weeks the school is in session, and that lose 60% or 70% of the pupils several weeks before school closes. These are some of the difficult problems that militate against the success of Negro schools.

Some of the prevailing attitudes on the part of the dominant race will have to change materially before real progress is made. The old feeling of hostility to Negro education is rapidly disappearing but the feeling of indifference and lack of responsibility are all too prevalent. The Negro school child cannot continue to subsist on the crumbs that fall from the white man's table. The Negro has a just claim upon this region for a school system adequate to give his child the opportunity to develop to the limit of his capacity towards the standards of civilization for which we strive in America. If the South would come into its own economically, it will have to recognize its obligation to place the education of its children upon a business basis. European nations, in Africa, in Asia, and in other parts of the civilized world, are taking seriously the problem of giving the proper training to the backward elements in the population, and statesmen are giving their best thought to the solution of the problem. We of the South must recognize our opportunity as well as our obligation so to direct government in a democracy as to open the doors of opportunity to all un-privileged children regardless of race or color.

We have been seriously handicapped by the large amount of illiteracy. Negro illiteracy in the 17 states that maintain separate schools for Negro children ranges from 12.4% to 38.5% of the population ten years of age and over. Many of the states are engaged in campaigns to reduce illiteracy. In one state at this time there are in operation night schools for adults in which more than 70,000 people, three-fourths of them Negroes, are learning to read and write. Before the end of the year it is confidently expected that 100,000 adults will have taken the course prescribed. While the bare art of learning to write one's name and to spell out a few simple words and sentences may not have much significance in training for citizenship, this illiteracy campaign will have tremendous value in the self respect that it will bring to thousands upon thousands of fathers and mothers, and in the heightened demand on their part for better school facilities for their children.

The old attitude of the Negro teacher towards securing a fairer share of public support for his school has been one of patient and watchful waiting. He is striving each year to advance a little here, a little there, towards the goal of his aspirations. Each small favor has been thankfully received and the evidences of appreciation which he has displayed have frequently paved the way for the next step upward. But a new attitude is developing in the group. More and more they are found presenting to school authorities for them to ponder over, the cold, hard facts regarding their situation. This method is effective, especially when presented in the semi-humorous vein which characterizes the Negro. It

(Continued on page 20)

Negro Education in South Carolina

E. A. Grant, Orangeburg, S. C.

The modern tendency in education is toward greater efficiency and greater economy—economy of our natural resources and human energy. The economy in education does not mean the cutting down of expenditures, but rather the effectiveness or efficiency of the processes, over costs. That is to say, there must be evident a reasonable amount of useful activity of methods and material in education for every dollar put into it. As we increase the efficiency, we lower the cost. Thousands of dollars are wasted every year in the name of education, because of the lack of effectiveness in purpose and usefulness of the processes, in that education is being pursued along the lines of least resistance or along the paths of preferred conduction, which do not have their background in economic effort or bear any relationship to real life situations.

According to Wright and Allen in their book entitled "Efficiency in Education", the successful support and operation of public as well as private schools is a tremendous business undertaking, and should be studied and conducted as such. They also say "Approximately one-fifth of the population of nearly 120,000,000 are in school. The job of giving education to these millions at present, costs the country about \$2,400,000,000 annually and in several respects represents the largest and most important business enterprise in this country."

The term education has been defined in various ways. It largely depends upon the individuals point of view and the specific objectives kept in mind. Education in general has to do with man in all the aspect of his nature as a moral, physical, intellectual, and spiritual agent. It might be general in its fundamentals but specific in its usefulness.

It might be well here to review a few of the definitions given for education: Education is training for citizenship; it is training for the needs of life; it is a patent process of the mastery of details, minute by minute, hour by hour, day by day. Education is a process whereby the mind of the learner is stimulated to think so as to result in knowledge, power and skill. Education is the unfolding of one's self in joy, wisdom and usefulness. Education means many things to many men. To the classicist, it is the ability to enjoy the finer things of life. To the scientist it oftens means a command of the special knowledge that goes with his specialty. Education is the result of experiences whereby we become more or less able to adjust ourselves to the demands of the particular form of society in which we live and work. To the vocationalist, education becomes that part of the experiences of any individual whereby he learns successfully to carry on any gainful occupation, but in a narrower sense it implies the exist-

ence of a series of controlled and organized experiences used to train any person or persons for any given employment. Underlying all of these definitions, we see a mass of past human experiences being transmitted from generation to generation by various agencies, as educational processes, that have gone on since the dawn of history.

In our rural districts, the educational processes are the least encouraging. From the rural schools come our larger supply of students for our high schools and colleges. It is in these rural schools that the best possible foundation should be laid. Our high schools and colleges would have a far less difficult task in establishing and maintaining a high degree of scholarship and standardization of instruction if students from rural schools came to them better equipped in the fundamentals, such as reading, spelling and writing. Too much time must be spent in re-teaching students who come to college ill-prepared to receive advanced instruction.

The scope of Negro education in South Carolina embraces two distinct types—the academic on one hand and the vocational on the other. There are schools in which both types are found. A number of schools are located in urban centers where academic units are stressed almost exclusively.

Vocational education is being conducted chiefly by two distinct agencies—the Smith-Hughes vocational agricultural teachers and the Smith-Lever extension workers. The former gives systematic instruction in the classroom followed by practical application on the farm in the form of projects. Its scope of instruction embraces, men, boys, women and girls. The latter agency gives unorganized instruction or instruction out of the classroom, and deals with the same types of individuals as the former. This type of instruction provides demonstrations in the field or in the home and is conducted by farm demonstration agents and home demonstration agents. There is no conflict or duplication of effort in the execution of these distinct agencies because each deals with different individuals at the same time or the same individuals at different times, and the type of instruction is either elementary or advanced in proportion to the apparent and real needs.

In South Carolina there are one state and one assistant farm demonstration agent, eleven county agents, one state home demonstration agent and seven county agents.

There are sixty-four teachers of vocational agriculture in sixty-one schools in thirty-one counties of the state, also sixty teachers of home economics in forty-one counties of the state.

(Continued on page 22)

THE EDITOR'S PAGE

The Bulletin

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PROMINENT EDUCATORS TO ADDRESS TEACHERS AT NATIONAL MEETING

Perhaps at no time in the history of the National Association of Teachers in Colored Schools has the administration been able to offer such a distinguished array of speakers as is true this year. The meeting in Jackson should well be worth the investment of both the time and money that it will take to attend it. For it may be said of teachers' conventions as one wise man said of colleges, that the finest thing about them is the fellows you meet there. Teachers who travel hundreds of miles to attend annual teachers' meetings do so not to hear hours of wrangling over financial reports, or to witness the political acrobatics of candidates for office, but to be inspired and informed by contacts with the outstanding men and women of the profession. With such a line-up as the following this can be reasonably assured this year. On the opening night of the convention the Governor and the State Superintendent of Education of Mississippi will speak. At subsequent platform meetings such specialists in various phases of education and educational administration will appear as John W. Davis, President of the West Virginia State College and the National

Association of Teachers in Colored Schools; L. A. Evans of the United States Department of Agriculture; A. L. Holsey of the National Negro Business League and Secretary of the trustee board of Tuskegee Institute; W. W. Sanders, State Supervisor of Negro Education of West Virginia; R. E. Tidwell, State Superintendent of Education, Alabama; Carter G. Woodson of the Association of Negro Life and History; Mary O. Osborn, Bureau of Child Hygiene, Mississippi; James H. Dillard of the Jeanes and Slater Funds; Leo M. Favrot, Field Agent of the General Education Board; Edith M. Thomas of the Federal Board of Vocational Education; Mordecai Wyatt Johnson, President of Howard University; E. R. Shinn of the Federal Board of Vocational Education.

Under the direction of these leaders of educational thought and method, the conference theme, a program of "Education for Economic Efficiency" will be discussed in both the platform and sectional meetings. No progressive teacher of Negro children should miss the Jackson meeting of the National Association of Teachers in Colored Schools, July 30 to August 2.

"WHAT THE NEGRO THINKS"

The title page of THE BULLETIN directs attention to Dr. Moton's new book because of the flattering reception that has been accorded it in all sections of the country and because of the significance of this volume in the life of our people. The book-reviewers in the leading dailies of the country have given columns to the interpretation of this work and Dr. Moton is receiving a continuous stream of letters endorsing his views and predicting the beneficial influence of the volume on race relations in America.

In commenting on the merits of the book, the most common observation is that it is wholly without bitterness and vituperation, while at the same time it is plain-spoken and comprehensive in setting forth the disabilities under which the Negro in America labors in his efforts to advance. Over and over again the hope is expressed that the volume may have a wide reading. The southern-born book-reviewer of the NEW YORK TELEGRAM says of the volume "It should be read by every thoughtful Southerner."

In view of so cordial a reception, THE BULLETIN feels abundantly warranted in commending WHAT THE NEGRO THINKS to its readers, not only for their own perusal, but particularly that they may use it as an instrument for interpreting the Negro to their white neighbors, whether friendly or unfriendly. Here, at last, we have such a statement

of the Negro's case as may be presented without fear or apology to the public conscience of America with the prospect that its influence will be of just the type and character that the most zealous advocate of the race could wish.

The suggestion is made that the readers of THE BULLETIN purchase a copy of this new book and after reading it, lend it to such persons in the white race, whether school superintendents, officers of the government, merchants or professional men, as in their judgment it will profit the Negro most to have read it. Another reviewer has said, "It is the best contribution to the literature of the race question since UNCLE TOM'S CABIN."

LEST WE FORGET

The quarter of a century and more that the National Association of Teachers in Colored Schools has operated in the interest of the Negro teachers of the South has been a period when a few men have found it necessary under almost hopeless difficulties to achieve some sort of results. The history of the achievement of these men would be glorious inspirational material for the professionally minded youth in the race. It should be adequately undertaken by the association, for the men themselves have been so unselfish in their activities and so desperately busy at the task of sustaining life in their beloved child that they apparently never thought of their efforts in terms of the heroic pioneering that it really was. They have never made the slightest attempt to have recorded any part of this glorious adventure in faith.

The craft, in these days of greater hope and greater possibilities of achievement, is seriously in danger of viewing these earlier efforts too pragmatically and without adequate knowledge of conditions and of failing to accord even real gratitude to the grand old men of Negro Education and the younger men who have followed their lead in the last two decades. To these men the craft of Negro teachers owes much of its present degree of determination and the privilege of being self-respecting.

The very mention of the names of Young and Lee and Hope and Clark, Grossley, Howard and Work, Gandy and Sanders, and some dozen others, should, if the story were told, inspire the young teachers with the profoundest gratitude for the place the organized craft has achieved in the respect of the world of educators, and with a magnificent determination to "carry on" in the fine promise of the future with the same undaunted unselfish spirit that has characterized the past.

Our lack of gratitude to these pioneering educators will be unworthy of our profession if we longer allow the record of their work to remain unwritten

and we ourselves, not they, will continue to be the greatest losers by this neglect.

W. A. Robinson.

Dear Mr. Calloway:

I very much regret to learn that on account of your health you find it necessary to give up your work as Secretary of our National Organization. You have made us such a fine secretary that I feel your place will be hard to fill. I certainly trust that your health will improve and that you will soon be your former self again.

Yours very truly,

M. W. DOGAN.
President, Wiley College.

My dear Mr. Calloway:

Your letter of May 6 has been received. First, I wish to say that I am very sorry indeed to know that your health has been so poor this year, and that you have been forced to leave your home and go to Florida in order to regain it. It is my sincere hope that your health has been thoroughly restored and that you are now feeling much better than when you wrote your letter to me.

You are a very fine man and have rendered excellent services to our organization, and it grieves me to hear of any illness whatever coming to you. You have given the Association your very best and your record shows that. It is gratifying to note how the membership has increased during your years of service. We can never repay you for the fine services you have rendered us, even in gratitude, to say nothing about dollars and cents.

While I regret very much that we are going to lose your services by your resignation, I want to tell you how much joy it has been to work with you during the past years. Your fine services coupled with your genuine friendship will always stand out as important factors in my life.

J. S. CLARK,
President, Southern University,
Baton Rouge, La.

JULIUS ROSENWALD
CHICAGO

June 3, 1929.

Dear Friend:

Please convey to your organization the appreciation of myself and family for your kind message of sympathy.

Sincerely,
JULIUS ROSENWALD,

High School Students Should Know

H. Manning Efferson, Professor of Mathematics and Astronomy, Fla. A. and M. College, Tallahassee, Florida

In addition to the other debts which we owe and which we must pay the High School students of today, we owe them a chance to learn more about and have a greater appreciation for the universe in which they live. It may be said that they are already overloaded with courses which the Curriculum Makers say are essential. In many cases, students are complaining about the heavy programs they must carry. Nevertheless, I venture the assertion that they need to be taught more about the sun, moon, and stars and some of the phenomena which we witness every day. To be a little more concrete, I will use a high-sounding word and say: High School students need a good course in Elementary Astronomy. I hesitate to use the word "Astronomy", because, too often, we think of such a course as being intended for College students, alone. On the contrary, however, it is possible to work out a semester's course, or even a full term's course, in Astronomy which may be offered, successfully, in any year of the Junior or Senior High school. At present, they get a little in their course in General Science, but, at best, that is hardly an introduction. Just as (not because) the students need to extend their knowledge of Astronomy which they get from that course.

Unfortunately, a large part of the acquaintance which our students have with the heavenly bodies and their phenomena is superstitious or mythological. Most of their knowledge is based on queer tales they heard during childhood, and, in most cases is erroneous.

On March 13th, my little girl (2 yr. 5 mo.) while playing near the window, turned to me and exclaimed: Oh I see the new moon. Very soon she turned again and added: And there is a big star near it. Seeing her intense interest, I joined her at the window. Soon, I saw a very magnificent picture—a beautiful two-days old moon and the planets Jupiter and Venus shining in all their splendor a short distance above the crescent moon. Upon closer observation, I saw that very soon (less than thirty-six hours) the people who were favorably located were going to have a wonderful treat of rare occurrence—an occultation of Jupiter by the moon at a time when Venus would be very near by. In addition to being near by, Venus would be very near its greatest luminosity. I consulted The Evening Sky Map and, sure enough, I found that the moon and Jupiter were predicted to be in conjunction at 10:21 P. M. the next day.

On the day following the phenomenon, I listened to some public school teachers commenting on it. After listening for a while, I could see very readily that some of them had much superstition attached to

the event, and that no one of them seemed to have any real understanding of the very simple thing that had taken place.

During the third week of March, I had an occasion to take a long trip in company with two high school students, two very fine young fellows. Our drive lasted until late in the evening. The sky was very clear and unusually favorable for observation. During the course of the trip, one of the boys asked: "What bright star is that over there?" I informed him that it was a planet, Venus. Many other questions were asked and many comments were made by the three of us. A few of the questions called for technical explanations, but most of them were of the usual type which many people, especially students, want to know. All the questions were rational, but it was obvious that some of them were colored with varying degrees of superstition.

About two years ago, a young man, about twenty-five years old, pointed at the moon and said to me: "People say that that dark spot on the moon is caused by the burning of brush by the man in the moon. I do not believe it, but I do not know any real answer to give if I am asked why that dark spot is there." It was evident that he had been misinformed and needed correction.

I have observed other cases similar to the ones mentioned above. In many respects, they are typical of what may be found in our high schools and colleges. The students are very curious and anxious to know more about the objects which they see come and go every twenty-four hours. Many of these phenomena, although very simple, seem mysterious to them, because of insufficient knowledge. These students need to be informed. The schools owe them a chance to get correct ideas while they are young.

The schools, however, are not the only agencies that can help to give out their information. Any organization composed of individuals of average intelligence and sufficient interest may have a hand in it. As a beginning, a Star-gazing group could be organized. If no member of the club is qualified to lead the group, it will be possible, in many cases, to secure the services of some competent person in the community once or twice a week. The organization could then extend its program to suit its fancy until the whole group attains a rather comprehensive knowledge of Elementary Astronomy.

The writer hopes his readers will not take the attitude that this is an attempt to have some hobby subject added to the curriculum in the high school; for that is not the case. The writer is simply anxious to see individuals, especially students, able to

(Continued on page 20)

Outlines for Grade Teachers

How to Analyze and Improve Reading Ability

Alden Hewitt

I General Reading Difficulties

- 1 Lack of comprehension, caused by (a) physical defects, poor eyesight, poor articulation, weak motor control, nervousness; (b) inadequate attention to content; (c) small vocabulary and poor background; (d) careless habits in mechanics of reading; (e) inability to distinguish the important parts.
- 2 Slow reading caused by (a) lack of comprehension; (b) inappropriate eye movements; (c) narrow-eye-voice span; (d) lack of interest; (e) low mental ability (f) lack of mechanics.
- 3 Poor oral reading caused by (a) low general mental ability; (b) lack of comprehension; (c) defects in motor co-ordination; (d) speech defects; (e) careless enunciation; (f) deafness; (g) inappropriate eye-voice span; (h) poor phonetic training.

II Specific Difficulties

- 1 Misrecognition and mispronunciation of words, due to perceiving only parts.
- 2 Inability or ineffective method of attacking unfamiliar words.
- 3 Habits of neglecting unfamiliar words, accompanied by search through material in effort to comprehend from context.
- 4 Mispronunciation of familiar words because of careless habits.
- 5 Inappropriate eye movements, due to 1, 2, 3.
- 6 Failure to comprehend, because of too much effort on recognition and pronunciation.
- 7 Inability to see whole words, caused by over emphasis on phonics.
- 8 Too careful articulation, resulting in loss of thought content.
- 9 Habit of not looking ahead, resulting from too narrow eye span
- 10 Too small eye movements, due to word method of teaching
- 11 Nervous instability resulting in unwillingness to acquire mechanics.
- 12 Mental laziness causing indifference or unwillingness to try.
- 13 Defective vision resulting in guess work
- 14 Use of lip, finger, and head movements as results of habits acquired during the mastery of mechanics.

III Reading Stimuli

When we want a child to become interested in forming the bonds that are necessary for reading to take place, one of the most effective means is to

place reading stimuli in his environment. The ways of doing this are:

- 1 By surrounding the child with reading stimuli; (a) Directions and questions written on the board; (b) greetings; (c) pictures; with simple stories attached; (d) picture books; (e) bulletin boards; (f) library table; (g) picture puzzles with stories attached; (h) blackboard and chart stories.
- 2 By selecting interesting material: (a) varied material; (b) seasonable material; (c) material related to school-room activities.
- 3 By creating a social atmosphere; (a) social grouping; (b) teacher's attitude.
- 4 By using law of readiness: (a) have definite reason for reading; (b) to tell a story to an audience; (c) to cut, to illustrate, or model characters or events; (d) to dramatize; (e) to answer questions; (f) to follow directions; (g) to improve ability to get thought; (h) to select material for a class book; (i) to get information to carry out a project; (j) to find differences; (k) to make out questions to ask others; (l) to tell stories at home; (m) to tell at school, stories which pupils have read at home; (n) to find material to dramatize.
- 5 Law of Effect: (a) Recognition by class and teacher of achievement and efforts; (b) use of individual graph; (c) use of class graph.
- 6 Law of Exercise: Use of the right kind of drill. Avoid the supplementary devices as much as possible. Use the intrinsic device, one which contains a reading situation within itself.

IV Mechanics of Reading

- 1 Development of eye span—eye movements:
 - (a) Habits to be avoided or corrected: (1) Repetition; (2) substitution; (3) seeing by single words; (4) lack of association between symbol and meaning; (5) head movements; (6) articulation while reading silently; (7) finger-pointing.
 - (b) Remedial measures: (1) Use simple or familiar material. Suggest content of sentence by statements, such as, "The next line tells where the girl lived." (2) Pronounce any unknown words. Keep a list of these for drill. (3) Have material read silently, before it is given orally. (4) Provide phonic drills. (5) Teach unfamiliar words by comparison with familiar; trying to get meaning from context; by recalling other uses; by phonics; by pronouncing vo-

(Continued on page 21)

Constitution and By-Laws—The National Association of Teachers in Colored Schools

PRESENT AND PROPOSED

PRESENT CONSTITUTION

Article I

Section 1. The name of this association shall be The National Association of Teachers in Colored Schools.

Section 2. Its object, aims, and purposes shall be to assist in raising the standard and promoting the interests of the teaching profession, and in advancing the cause of education.

Section 3. There shall be (a) a department of professional education; (b) a department of college and university education; (c) a department of high school education; (d) a department of elementary education; (e) a department of vocational education; (f) a department of rural education; (g) a department of social service, and such other departments as may hereinafter be found necessary to carry out the purposes, aims and object for which the said association exists.

Section 4. The powers, duties, names and number of these departments may be changed, altered or abolished at the will and discretion of the corporation, by such means as its by-laws may determine.

Section 5. The said corporation shall have, and is hereby granted the right and power to have and to use a common seal, to alter and change the same at its discretion, to make and to institute by-laws not in conflict or inconsistent with the provisions of its charter and with the constitution of the United States; to take or receive whether by gift, bequest, grant or purchase, any real or personal estate, and to hold, grant, convey, hire or lease the same for the purpose of its incorporation and in support of the object and purpose for which the corporation was founded; and to accept and administer any trust of real or personal estate for any educational purposes within the scope of the aims and object of the corporation.

Section 6. The membership of this association shall consist of three classes, viz., active, associate and honorary or sustaining, whose qualifications, tenure of membership, rights, duties, obligations, etc., shall be fixed and prescribed in its by-laws.

Section 7. The officers of the association shall be a president, not fewer than three vice-presidents, an executive secretary and an assistant to the executive secretary, a treasurer, a registrar, and a board of trustees.

Section 8. The principal office of the National Association of Teachers in Colored School shall be in the city of Washington, District of Columbia, provided that the meetings of the association, its officers, committees and departments may be held, and

that its business may be transacted elsewhere within jurisdiction of the corporation, as may be determined by the association.

This constitution may be amended at any annual meeting by a two-thirds majority vote of the members present, or if the amendment has been submitted to the association at the preceding annual session, it may be passed by a majority vote of the members present.

BY-LAWS

Article I

Section 1. All persons actively engaged in educational work or associated with educational movements, institutions, libraries or educational publications shall be eligible to active membership in The National Association of Teachers in Colored Schools.

Section 2. Any eligible person may become an active member of the association by the payment of \$1.00 registration fee and a fee of \$1.00 annually thereafter.

Section 3. Active members only shall have the right to vote and to hold office in the association.

Section 4. Any active member may take a life membership of the association by the payment of a registration fee of \$15.00.

Section 5. Any person interested in educational work may become an associate member by payment of \$1.00 enrollment fee and the regular fee thereafter.

Section 6. Any person having done eminent service as an educator and who is adjudged worthy of and entitled to the honor, may by a majority vote at any business session be elected as an honorary member of the association.

Article II

Section 1. The officers of the association shall be elected on the morning of the third day session; a majority vote of the active members present shall be sufficient to determine the results of said election.

Section 2. There shall be an executive committee of at least seventeen qualified members of the association. This committee shall represent the association during its recess.

Section 3. The duties of officers shall be the same as are usually performed by persons holding similar positions.

Section 4. All accounts of each department or branch of the association shall be audited by a committee of three persons appointed by the president at the opening of each annual session, which committee shall report its findings before adjournment of the meeting.

Section 5. Each department shall have a chairman and secretary, and shall hold at least one formal meeting during the annual convention of the association for discussion of subjects along its particular line. It shall also hold business meetings when necessary during the annual session.

Section 6. The program for the general session of the association shall be arranged by the executive committee under direction of the president of the association. Programs for department meetings shall be arranged and conducted by the respective groups provided that these programs are submitted for approval of the president of the association.

Section 7. The annual meetings of the association shall be held at such time and place as may be determined by the body.

The by-laws of the association may be amended in the same manner as prescribed for the amendment of the constitution.

Nine members in good financial standing representing at least five states shall constitute a quorum for the transaction of any regular business of the association.

That the president shall be ineligible to succeed himself.

CERTIFICATE OF INCORPORATION OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

We, the undersigned, Ollie L. Coleman, John C. Bruce, Nannie H. Burroughs, Eugene A. Clark, Joseph S. Clark, John M. Gandy, Henry L. McCrorey, Richard S. Grossley, Dwight O. W. Holmes, Henry A. Hunt, William H. A. Howard, Alain L. Locke, Arthur C. Newman, Richard B. Hudson, Marion P. Shadd, Lucy D. Slowe, Thomas W. Turner, Nelson E. Weatherless, Garnett C. Wilkinson, Clinton J. Calloway, and Nathan B. Young, being of full age, citizens of the United States, a majority of whom are residents of the District of Columbia, desiring to associate ourselves for educational purposes as a corporation, under and pursuant to the provisions of Chapter XVIII, Subchapter III, of the Code of Law for the District of Columbia as approved by the Congress of the United States of America, January 31 and June 30, 1902, and all acts amendatory thereof and supplemental thereto, for such purposes do hereby certify as follows:

1. That the name or title by which this organization shall be known in law is The National Association of Teachers in Colored Schools.

2. That the period of the existence and the duration of the life of this corporation shall be perpetual.

3. That the objects and purposes of this corporation shall be to assist in raising the standard and promoting the interest of the teaching profession, and advancing the cause of education.

4. That the secular affairs of this organization shall be managed by a Board of Trustees consisting of five members.

5. That the Trustees for the first year of its existence shall be Richard S. Grossley, Ollie L. Coleman, Thomas W. Turner, Nathan B. Young and John M. Gandy.

6. That the said corporation shall have power to carry on its business and activities within the District of Columbia, throughout the United States and its dependencies, and elsewhere. That the main office of the corporation shall be in the city of Washington, District of Columbia.

7. That the officers of this corporation shall be a president, six vice-presidents, an executive secretary, a treasurer, a general council, a registrar, and a board of trustees; and that these officers shall possess such powers and shall perform such duties as prescribed by the Constitution and By-laws of the organization.

In testimony whereof we have hereunto set our hands and seals this eighteenth day of January A. D. 1923.

RICHARD S. GROSSLEY,
WILLIAM H. A. HOWARD,
RICHARD B. HUDSON,
OLLIE L. COLEMAN,
NATHAN B. YOUNG,
JOHN M. GANDY,
HENRY L. McCROREY,
JOSEPH L. CLARK,
HENRY A. HUNT,
CLINTON J. CALLOWAY.

COUNTY OF MACON, }
 } S. S.
State of Alabama. }

I, Lena C. Shehee, a Notary Public in and for the County of Macon, State of Alabama, do hereby certify that Ollie L. Coleman, Joseph S. Clark, John M. Gandy, Henry McCrorey, Richard S. Grossley, Henry A. Hunt, William T. A. Howard, Richard B. Hudson, Clinton J. Calloway, and Nathan B. Young, parties to a certain deed bearing date on the 18th day of January, A. D. 1923, and hereto annexed personally appeared before me in the said County and State, the said Ollie L. Coleman, Joseph S. Clark, John M. Gandy, Henry L. McCrorey, Richard S. Grossley, Henry A. Hunt, William H. A. Howard, Richard B. Hudson, Clinton J. Calloway, and Nathan B. Young, being personally well known to me as the persons who executed the said deed, and acknowledge the same to be their act and deed.

Given under my hand and official seal this eighteenth day of January, A. D. 1923.

Signed: LENA C. SHEHEE,

Notary public in and for the County
and State aforesaid.

There are essentially but one or two changes in the proposed constitution that are very sharp departures from the old regulations.

1. There are some changes in nomenclature.

The term Executive Committee of the old by-laws was decidedly a poor name for the body des-

ignated by that name. An Executive Committee is always a small committee usually ex officio which has considerable responsibility between meetings and acts for a larger body. The present Executive Committee is often called by us the "Executive Board" and performs the functions of a Board of Directors. The similar body of the N. E. A. is the Board of Directors. However, since the Certificate of Incorporation (Article 7) calls for a General Council the proposed constitution gives to this body the name General Council and retains the term Executive Committee for a new body of five members that is really an Executive Committee.

2. The Representative Assembly.

The principal of proportional representation which is the guarantee of democratic procedure in our civil government has been adopted by all large conventions in America. Every white state teachers' association has adopted it and the N. E. A. adopted it a decade ago. Mr. Crabtree feels that the incorporation of this principal into the government of the N. E. A., more than any other one change, has made for orderly and satisfactory procedure in matters of business.

A. The General Council (Executive Board) uses the principal in that it gives the state associations the authority to elect their representatives for this body and members representing the states are chosen only when the State Associations fail to exercise the privilege of electing them for themselves.

B. The State Associations are also given the direct responsibility for the business of the National Association through delegates whom they themselves elect. Each teacher who joins the National Association whether able or not to be present at the meetings is given her right of proportional franchise through her delegate. The possibility of the convention being dominated in its business meetings by members from the local community and from two or three nearby states is obviated for all time to come and, most important, the National Association is for the first time closely linked up with the State Associations and the individual teacher members of these local state organizations.

Finally, the proposed constitution does not attempt to do more than set up a simple group of regulations for an organization of our present development, leaving to the future committees to provide for such contingencies as may rise from our future development and growth.

PROPOSED BY-LAWS

Article I.—Membership

Section 1. The membership of the National Association of Teachers in Colored Schools shall consist of the following classes:

1. Life members
2. Annual members
3. Associate members
4. Sustaining members.

Section 2. Active membership shall be open only to such individuals as are actively engaged in the profession of teaching or in other educational work.

Section 3. Associate and sustaining membership shall be open to any person interested in the work of and purposes of this organization.

Section 4. The membership fees of the association shall be as follows:

1. Life membership	\$ 30.00
2. Annual membership	1.50
3. Associate membership	15.00
4. Sustaining membership	100.00

Section 5. The membership year shall be from Sept. 1 to Aug. 31.

Section 6. The Annual dues of members shall be payable on or before December first and a member still in arrears at that date shall forfeit the privilege of membership.

Section 7. The executive secretary of the association shall furnish each member with a dated membership card, designating the proper classification and stating the obligations and privileges of membership.

Section 8. The Bulletin of the National Association of Teachers in Colored Schools shall be sent free to all classes of members.

Section 9. The right to vote and to hold office in the association shall be limited to active members of the association.

Article II.—Officers

Section 1. The officers of this association shall be: a president, six vice presidents, an Executive secretary, a treasurer, a historian, a general council and a board of trustees.

Section 2. The President shall preside at all meetings of the Association and of the executive committee, and shall perform the usual duties of this office. In his absence the ranking vice president present shall preside. The president with the help of the Executive Secretary shall arrange the program for the general sessions of the annual meeting. The President shall be ex officio member of the program committees of all the departments, and ex officio member of the Board of Trustees of the General Council, of the committee on Publication, and of the Executive Committee. He shall, with the chairman of the Board of Trustees, approve by signature all bills authorized by the proper bodies and payable from the funds of the Association.

Section 3. The term of office of the President shall be one year and he shall not be eligible for reelection. On his retirement from office he shall be

come chairman of the General Council of the Association for the following year.

Section 4. The Executive Secretary shall keep a full and accurate record of the proceedings of the general meetings of the Associations and of all meetings of the General Council and of the Executive Committee. He shall conduct the business of the Association as provided in the Certificate of Incorporation and these by-laws, and in all matters not specifically determined in these instruments is under the direction of the Executive Committee and the President of the Association. He shall conduct the Executive Office of the Association and through it shall collect all fees and receive all money payable to the Association, and shall transmit the same each month to the Treasurer. He shall with others herein designated countersign all bills properly approved for payment.

He shall be secretary of the General Council, and of the Executive Committee and shall have his records present at all meetings of the Association, of the General Council and of the Executive Committee. He shall personally select and organize his office force and may serve as Editor of The Bulletin.

He shall during his term of office be custodian of all property of the Association not definitely and properly assigned to other charge. He shall be bonded in such amount as is required by the Board of Trustees. He shall submit his annual report to the Executive Committee at least 30 days prior to the Annual meeting. He shall not print, publish, nor distribute any official report or other statement of the affairs of the Association without the approval of the Executive Committee. As Editor of The Bulletin he shall have final judgment as to material submitted for publication.

Section 5. The Treasurer shall receive from the Secretary all funds of the Association. He shall be responsible to the Board of Trustees for the safe keeping of these funds and for the exact accounting of the same and shall be bonded in such amount as shall be required by the Board of Trustees. He shall make to the Board of Trustees an annual report and such other reports as they shall request.

Section 6. The Board of Trustees shall hold in trust all property of this Association and be responsible for the funds of the Association. The Board of Trustees shall consist of the five members presently incumbent and for the terms of office presently designated. Upon the expiration of the term of office of Trustees after the adoption of this instrument new members of the Board of Trustees shall be selected for terms of four years by the General Council at its Annual Business session. The President of the Association shall be a member ex officio of the Board of Trustees.

The absence of a trustee from two successive annual meetings of the Board shall forfeit his membership.

Section 7. The Board of Trustees shall require bonds of the Treasurer and the Secretary in such amounts as they shall deem necessary. They shall submit a full and complete report of the finances of the Association and other activities of the Board to the General Council at the first regular session of its annual meeting together with a financial budget for the ensuing year.

Section 8. The Board of Trustees shall nominate the Executive Secretary and shall fix his compensation. It shall consider changes in that office upon its own responsibility or upon the request of the General Council. It shall organize itself annually.

Section 9. The General Council shall consist of the President, the six vice-presidents, The Treasurer, The Executive Secretary, The Chairman of the Board of Trustees, all living former presidents and one additional member from each state represented in the Association by a total membership of at least 25. The members from the States shall be chosen by the State Associations of Negro Teachers and their election certified to the Executive Secretary by the Secretary of the State or District Association. In case a state shall fail to elect or shall fail through its Secretary to certify its election, the Executive Secretary shall with proper counsel appoint a member from the state to represent the state in the General Council for the year or until the next meeting to the State Association.

The Executive Secretary shall prepare an official roster of the members of the General Council and shall have same at all meetings. The President of the Association who just preceeded the President in office shall be Chairman of the General Council and the Executive Secretary of the Association shall be Secretary of the General Council and of its Executive Committee. The State Agents for Negro Schools and members of National Boards who are present at the annual meetings may be invited to sit in the meetings of the General Council and to speak in its discussions. All official votes shall be confined to the official roster as prepared by the Executive Secretary.

It shall be the duty of the General Council to direct all affairs of the Association excepting those otherwise provided for in the by-laws of the Association.

Section 10. It shall be within the jurisdiction of the General Council to set up an Executive Committee consisting of five members as follows: The President of the Association who shall be its chairman, The Treasurer, The Chairman of the Board of Trustees, The Chairman of the General Council, and a member of the General Council elected by that body. This Committee shall act for the General Council in the intervals between meetings of the General Council. It shall carry out legislation adopted by the General Council and represent the General Council in every way.

Article III.

Section 1. The powers of the active members of the Association exercised at the Annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a Delegate Assembly.

The Delegate Assembly shall be composed of delegates apportioned, elected and governed as hereinafter provided.

Section 2. The state associations of Teachers in Colored Schools may become affiliated with the National Association and designated as member associations by paying an annual fee of five dollars for each delegate to which said state association is entitled with a maximum fee of \$50.00 and a minimum fee of \$25.00.

Section 3. Each member state association shall be entitled to one delegate and one alternate in the Delegate Assembly for each 25 (or major fraction thereof) active individual memberships in the National Association of Teachers in Colored Schools from said state as shown by the records of the Executive Secretary of the National Association of Teachers in Colored Schools for the year preceding. The Executive Secretary shall before the meeting of the State Association inform the Secretary of the State Association of the number of representatives to which the state is entitled and shall supply individual certificates of election for accredited delegates for the given number of delegates. At the annual meeting of the State Association these delegates shall be properly elected in a regular meeting and no person not a member of the N. A. T. C. S. shall be eligible to serve as a delegate. The names shall be forwarded to the Executive Secretary of the N. A. T. C. S. by the Secretary of the member association along with representation fees to cover the full number of delegates. (The minimum fee being \$25.00 and the maximum fee \$50.00). The Certificates for delegates shall be properly signed as designated and turned over to the delegates. These certificates and the roster from the state secretary shall be the credentials of delegates.

Section 4. The foregoing section shall be binding provided: That after the adoption of these by-laws the General Council may elect delegates for a given state from nominations made by members present from that state at the annual meeting and upon the foregoing basis or according to the representation fee forwarded by the state. Such delegates shall represent the state in the Delegate Assembly. Provided the state has sent to the Executive Secretary during the year no representation fee and has as many as 25 members in the N. A. T. C. S., the state shall have one representative in the Delegate Assembly chosen from members present by the General Council as described above.

Section 5. Each delegate shall have one vote and alternates not named in writing by the Secretary of the State Association shall be supplied by the Gen-

eral Council according to the method specified in Section 4, and shall be entitled to represent delegates not present at a meeting of the Delegate Assembly.

Section 6. Local, City and County associations may become member associations and may be entitled to representation in the Delegate Assembly on the same basis as state associations.

Section 7. Only active members of the National Association of Teachers in Colored Schools shall be eligible to be delegates to the Delegate Assembly.

Section 8. The officers of the N. A. T. C. S. including the Board of Trustees, the Life Members and the General Council shall be ex officio delegates in the Delegate Assembly. The President of the Association or the proper Vice President of the Association shall preside at the annual meetings of the Delegate Assembly and the Executive Secretary shall keep the records thereof. The President shall have authority to approve a parliamentarian who shall serve during the sessions of the convention.

Section 9. The Delegates Assembly shall arrange for the certifying of Credentials of delegates and shall be the final judge of such matters. The meetings of the Delegate Assembly shall be open to any active members not delegates and these shall sit in such places as may be assigned to them. They may also address the meeting upon approval of the Presiding Officer. The delegate Assembly shall adopt rules of procedure as required.

Section 10. Wherever in these by-laws the word "state" is used it shall be understood to include any territory or district of the United States.

Article IV.—Departments

Section 1. The departments of the N. A. T. C. S., shall be those eight now in existence, to wit: 1. The Department of College Education. 2. The Department of High School Education. 3. The Department of Elementary Education. 4. The Department of Rural Education. 5. The Department of School Supervision. 6. The Department of Health Education. 7. The Department of Agricultural Education. 8. The Department of Trade and Vocational Education.

Section 2. Any new departments shall be proposed only by the Executive Committee to the General Council and finally created by the latter body. The discontinuance of a department shall be proposed and carried through in the same manner as the creation of a new department.

Section 3. Each Department shall provide for its own organization and regulations consistent with the aims and purposes of the N. A. T. C. S. and these by-laws shall be adopted, and shall have its annual meeting at the same time and place of the annual meeting of the N. A. T. C. S. The departmental programs shall conform as far as practicable to the general association theme. The records of the departments shall be a part of the records of the N. A. T. C. S. and the secretary of each department shall

furnish the Executive Secretary with the full and complete reports of the affairs of the department. The Executive Secretary shall handle the funds of all departments along with all other funds of the Association.

Article V.—Committees

Section 1. On the first day of the Annual meeting of the N. A. T. C. S. the regularly appointed delegates from the various states, Article III, Section 3, shall meet by states and name a list of five delegates from each state. This list shall be presented to the President and from it he shall name the members of the various committees. The term delegate shall refer to the regularly selected members of the Delegate Assembly.

Section 2. The Auditing Committee shall consist of five active members of the Association, no one of whom shall be a Trustee or a member of the General Council; to this committee shall be referred the report of the expert accountant and this committee shall report its findings to the meeting of the Delegate Assembly.

Section 3. A Committee on Resolutions shall be appointed by the retiring President and shall function throughout the year and present its report at a meeting of the Delegate Assembly.

Section 4. The Committee on Necrology shall be appointed in the same manner as the Committee on Resolutions and shall prepare as complete a list as possible of the active members who have died during the year. They shall also at one open session have charge of a program of fifteen minutes in which fitting memorial shall be made of the fallen members of the craft.

Section 5. Other committees for special work and study shall be proposed by the Executive Committee to the General Council and by the General Council to the Delegate Assembly. This section does not refer to the regular committee work of the various bodies of the association.

Article VI

Section 1. The Annual business meeting of the Delegate Assembly shall begin on the second day of the annual meeting at 9 A. M. Regular meetings of the General Council shall be held at the call of the President as stated on the printed program.

Section 2. A regular mid-winter meeting of the General Council shall be called by the President at a convenient time and place and the expenses of the five members of the Executive Committee shall be paid to cover attendance at this meeting. As large a meeting as possible shall be encouraged but the Executive Committee or their alternates shall be a quorum.

Section 3. The Board of Trustees shall hold its meetings during the annual session of the N. A. T.

C. S. at the call of the Chairman. Special meetings may be called by the Chairman upon request of a majority of the members of the Board. Due notice of all meetings shall be given to every member of the Board by the secretary of the board. Three members shall constitute a quorum.

Article VII

Section 1. Quorums. At all meetings of the General Council or of the Delegate Assembly, not including the mid-winter meeting of the General Council, representatives from five states shall constitute a quorum.

Section 2. The Bulletin of the N. A. T. C. S. shall be the organ of the N. A. T. C. S. and the Editor appointed by the General Council (or the Executive Secretary acting as Editor) shall be final judge of matters for publication. It shall be published at least eight times in the school year, and shall be free to all members of the Association excepting such life members as joined prior to the regulation making the Life Membership Fee \$30.00 and who have not paid the additional \$15.00. Each member shall receive eight numbers from the first number sent or requested regardless of the expiration of the membership year for that member. Subscription to The Bulletin shall be the same price as the annual membership fee.

Article VIII

Section 1. The Permanent fund shall consist of all sustaining memberships and after such period of time agreed upon by the Delegate Assembly, of all Life memberships. The permanent fund shall be in the charge of the Board of Trustees and shall be carefully invested in safe security. The fund may be borrowed from by the Trustees for the use of the Association on the same terms as from outside sources of capital.

Article IX.—Amendments

These by-laws may be amended at any annual meeting of the Delegate Assembly by a unanimous vote of that body. If presented at a previous annual meeting may be amended by a two-third majority of the delegates. Amendments shall be presented in writing and before a vote is taken due notice of proposed amendments shall have been made in the official publication of the Association.

Article X

Upon their adoption, these by-laws shall supersede all former regulations adopted by the Association except the Certificate of Incorporation which shall remain the fundamental law of the Association until a new charter shall be secured from the proper Federal authorities at Washington.

(Continued from page 8)

was rare wisdom which prompted Booker T. Washington to call attention to grave discrepancies in the measure of support given to white and Negro schools in the South by asking the question: "Isn't it too great a compliment to the intelligence of the Negro child to assume that he can receive for an expenditure of \$10.00 a session the opportunity for training that it costs the South \$29.00 to extend to the white child?"

The world of today is a different world from the one in which our fathers lived. Our mode of life is different. Not only have we seen changes in the material world, but we are undergoing a transformation in our social thinking. We realize more fully than in the past the heavy toll that we pay for ignorance. Our physical well being, our moral progress, and our cultural standards, are all dependent upon our attitude towards the unprivileged classes in our democracy. There is ample evidence that we are slowly but surely finding our way out of the dilemma that confronts us. The future holds for the dominant white race a brighter day when we have all realized our obligation to give the Negro race a fairer chance, and the Negro people of our region, meek and patient still, are biding their time and seizing the opportunity as it presents itself. Perhaps no one has better described the attitude of the Negro than the teacher-poet Leslie Pinkney Hill, in his poem entitled "Self Determination."

SELF-DETERMINATION

The Philosophy of the American Negro

Four things we will not do, in spite of all
That demons plot for our decline and fall;
We bring four benedictions which we meek
Unto the proud are privileged to speak,
Four gifts by which amidst all stern-browed races
We move with kindly hearts and shining faces.

We will not hate. Law, custom, creed and caste,
All notwithstanding, here we hold us fast,
Down through the years, the mighty ships of state
Have all been broken on the rocks of hate.

We will not cease to laugh and multiply,
We slough off trouble and refuse to die.
The Indian stood unyielding, stark and grim;
We saw him perish and we learned of him
To mix a grain of philosophic mirth
With all the crass injustices of earth.

We will not use the ancient carnal tools.
These never won, yet centuries of schools,
Of priests, and all the work of brush and pen
Have not availed to win the wisest men
From futile faith in battleship and shell;
We see them fall, and mark that folly well.

We will not waver in our loyalty.

No strange voice reaches us across the sea;
No crime at home shall stir us from this soil.
Ours is the guerdon, ours the blight of toil,
But raised above it by a faith sublime
We choose to suffer here and bide our time.

And if we hold to this, we dream some day
Our countrymen will follow in our way.

(Continued from page 12)

set aside some of their mythology and superstitions and begin to observe, with understanding, the things we see happen in the heavens every twenty-four hours.

A carefully planned course in Astronomy will soon convince students that it is just as interesting and instructive to learn the names and locations of the constellations and the phenomena connected with the other heavenly bodies as it is to learn the names, classifications and characteristics of the members of the plant and animal kingdom. They will soon find that it is just as easy to learn to recognize and become familiar with the celestial bodies as it is to recognize and become familiar with many terrestrial objects. It is time for us to realize that the person who believes it is "bad luck" to make a remark about meteors (shooting stars) is just as bad off as the individual who thinks it is "bad luck" to see a tree fall on a windless, sunshine day.

A few schools are beginning to pay this debt to their young people. I believe an increasing number will take the same steps. As an aid to any who desire a starting point, I am submitting a suggested outline which may be modified or enlarged to meet local programs.

A Brief Outline in Elementary Astronomy.

I. The Earth:

A. The earth's size and shape.

B. The earth's motion

1. Its rotation.

a. Causes for varying length of day and night.

b. Why we have night.

2. Its revolution.

a. Size and shape of earth's orbit.

b. Causes of seasons.

c. Meaning of terms equinox and solstice.

C. Time measurement:

1. The day:

a. The difference between the solar day, the sidereal day and the civil day.

b. The time belts and their uses.

2. The meridians and parallels.

3. The year.

4. The sun dial.

5. The making of a calendar.

D. The earth's relation to the Solar System.

E. The earth's relation to the moon.

II. The Sun:

1. The original source of all light and heat.
2. The sun's relation to our solar system.
3. The size of the sun and its distance from the earth.
4. The source of the sun's heat.
5. How the sun heats our earth.
6. Why the heat varies in the summer and winter.
7. Explanation of sun spots.

III. The Moon:

1. The size of the moon and its distance from the earth.
2. Its rotation and the lunar day, its revolution and the lunar year.
3. Its source of light, its phases, and its seasons.
4. Its surface appearance.

IV. The Planets:

1. Number, names, relative size, distance and position of the planets.
2. Their relation to the sun.
3. The distinguishing features of the planets.
4. Number of satellites.
5. The planetoids.

V. Eclipses:

1. Kinds of eclipses.
2. Causes of eclipses.
3. Frequency of appearance.

VI. The Stars:

- A. The names, location and distinguishing features of the constellations.
- B. Varying distances and varying sizes of the constellations.
- C. The magnitudes and classifications of constellations.
- D. The milky way or galaxy.
- E. Aids in observing the stars:
 1. Telescope, spectroscope, and meridian circle.
 2. Star charts and maps.

VII. Comets and Meteors:

- A. Characteristic features of comets and meteors.
- B. Nature of comet's orbits.
- C. Peculiar action of a comet's tail while approach and receding from the sun.
- D. The evolution of comets.

VIII. The Origin of the Solar System.

NOTE: Any good text book on Astronomy may be used as a source of material for the above outline. The topics may be discussed in any desired order. Each topic should be enlarged sufficiently to give the members of the class a creditable understanding of the course.

tempted. Drill on words should be in context, if possible.

- 2 In choosing material for Remedial Work in Mechanics, (a) The lines should be short and of uniform length, in order to establish rhythmic eye movements. (b) Phrases should not be broken at the end of a line as this causes regressive eye movement. (c) Words should not be unduly separated. (d) Words should not be thrown into relief by use of colored crayon or emphasized print, as eye sweep will be checked. (e) Lines should not be broken by pictures. (f) Size of type and space between lines should be regulated by maturity of children. Fine print should never be used in remedial work. Large print suggests ease.

V Comprehension

Comprehension reading is to enable pupils to answer factual questions, to discuss problem questions, and to comprehend the organization of the selection. To think demands a problem. Satisfactory problems must be initiated or adopted by the self. They must be related to one's experience, be definite, have elements of newness. The ways to assist at creating problems:

- 1 Motive and judgment questions; (2) Have children determine amount necessary to read in order to answer question; (3) Have children decide whether they speak loudly and distinctly enough; (4) Have suggestions and commendations come from pupils; (5) Let each child judge whether he held the attention of the class; (6) Let each child consider whether he considered the best interests of the class; (7) Have whole class decide on most interesting recitation; (8) Have pupil decide whether class is attentive enough for him to recite; (9) Have pupils tell what paragraphs are about instead of reading them aloud.

Remedial Work in Comprehension

- 1 Use silent reading. (2) Develop a greater rate of speed, at least 180 words a minute. (3) Use interesting material. (4) Have definite purposes for reading. (5) Use summing up paragraphs, outlines, etc., for developing organizing ability. (6) Increase vocabulary.

Where oral reading situations are established, (a) develop clear enunciation; (b) develop clear and correct pronunciation; (c) develop breath control and flexibility of voice; (d) develop sufficient control so that some attention can go toward comprehension.

Things that will improve oral reading: (a) analysis of enunciation difficulties; (b) drill in phonetics; (c) enunciation exercises; (d) training ear to recognize distinctions in letter sounds; (e) expression work with sentence or phrase units.

(Continued from page 13)

cabularies in the readers; by using dictionary; by asking others. (This is done only after other means have failed) (6) Develop new words before silent reading is at-

(Continued from page 9)

It is fortunate for the people of the rural districts that the two agencies are at work to provide a system of education that will result in improved farm practices, better business methods, greater church and civic contacts, and a better type of life on the farm.

Aside from vocational agriculture and home economics, vocational education includes training in trades, industry and commerce. So far, these have not been developed to any appreciable extent among Negroes of the state. However, plans are being made to put into operation in the near future, these types of instruction.

The great need for a rapid development of a practical program for Negro education in South Carolina is causing great concern among most educators of the state. South Carolina needs to be commended on the progress made in Negro education within the last ten years. However, there are a few suggestions that would effectively serve to remedy many existing conditions, especially, since no state can reach its highest development with half its population intelligent and half of it ignorant.

1. **Consolidation.** The combining of the fittest is the best way to survive these days. There are in South Carolina 1,500 one-teacher schools, 538 two-teacher schools, 150 three-teacher schools, and 191 schools with more than three teachers. Of the total of 2,379 Negro schools 1,500 or 63.05 per cent are one-teacher schools. If a few of these schools were consolidated each year a great improvement in our educational equipment would be seen. By consolidation, better buildings and equipment could be had by pooling the scattered resources of many one-teacher schools. Only \$600 were expended for transportation of Negro children last year. Some provisions could be made for transportation to and from such schools.

2. **Teaching Load.** In many of our schools, especially our one-teacher schools, the number of students to teach is extremely large and out of proportion for good teaching. Some consideration should be given for placing an extra teacher in such crowded schools.

3. **Qualification of Teachers.** Of the 5,483 certificates held by Negroes for 1928, 3,215 are first grade, 1,389 are second grade and 879 are third grade. The large number of second and third grade certificates indicates clearly the type of teaching to which our boys and girls are exposed. **Salary** considerations are closely associated with the qualification of the teacher. It seems plausible that if salary standards were set for school teachers and only those teachers employed who could satisfy the standard set, such a practice would be more beneficial than securing a teacher and setting a salary upon his or her worth or qualification. The latter practice permits of a great fluctuation in school organization and functions as teachers change from school to school.

Eventually the best schools will be occupied by the best teachers. In 1928, the average salary for Negro men was \$377.91, for women \$286.32. Larger salaries not only induce better teachers but provide funds for professional improvement which is an absolute necessity.

4. **Compulsory Attendance.** For the 228,002 Negro boys and girls enrolled for 1928, the average attendance was 162,650. Many of these students are kept out of school for farming purposes by parents and by landlords under the tenant system. The Compulsory School Attendance Law should function with all of its benefits. The average attendance is poor. About one-third of the school tax money is wasted in a vain attempt to teach students who do not attend school as regularly as they should.

5. **Longer School Terms.** The average length of the school session is 116 days. This is an improvement on the past. However, longer school terms are necessary if any degree of economy and efficiency is to be achieved. Hundreds of dollars are wasted every year in the state, in re-teaching students. Many students remain in the same grade from year to year because the school term is too short to permit of substantial advancement. They have most of the year to forget what they tried to learn in school.

6. **Curriculum.** It would do well to revise most of the curricula so as to include some sort of vocational training. Our county training schools are doing well in this direction. City high schools are showing a tendency to include vocational training. The slowness of the process is revealed in the fact that our schools are spending much time in an effort to standardize instruction and subject matter in terms of units for college entrance, at the exclusion of vocational training. A very small percent of the students who pass from the first grades through high schools ever enter and graduate from college. "Look where the millions stop"! Why should these boys and girls not get sufficient units in some vocational activities while in high school so as to prepare them to better meet life situations which they sooner or later must face. The reorganization and building of the curriculum calls for ACCREDITED HIGH SCHOOLS. So far, there are none for Negroes in South Carolina. The State Department of Education recognizes fourteen approved high schools for Negroes. According to a recent announcement by the State Superintendent of Education, the State Board of Education has decided to give high school diplomas to all Negro schools that qualify. It is believed that three or four such schools will qualify this year. As more of our schools qualify, students in the high schools will be exposed to better educational facilities, and opportunities for thorough training in the fundamental needs of school life. It will then become easier for our colleges to orient those who are favored with the opportunity to enroll.

7. **Supervision.** Efficient supervision is especially necessary in our rural schools, for here is where the large number of teachers holding second and third grade certificates are found. No county in the state could well afford to do without this efficiency device, and keep in line with progress.

8. **More Extension Agents.** With a Negro rural population of 748,230 or 53.8% and the very few extension agents in the field, unorganized instruction is greatly handicapped, and a large number of farm folks are entirely without it. A large number of this farm population will never be reached by our schools, but if provisions were made whereby a large number could embrace the benefits to be derived from extension work, better farming, better business, and better living, would be more generally evident and the great need for rural betterment would be met in a more extensive way.

9. **The Palmetto State Teachers' Association.** About 50% of our teachers belong to the state teachers' association. This body is destined to become the most potential force in our educational reforms. It is the champion of the teachers' cause. In union there is strength. Very little or no consideration is given a teacher who alone appeals for or attempts reform, but our educational directors and supervisors of the state will give some consideration to organized effort on the part of our teachers. This is being manifested more and more from year to year. What is needed is a 100% membership. A more extensive survey of Negro education in the state would reveal some very interesting facts and also serve as a basis for all desirable reforms or improvements.

A larger number of our teachers should be members of the National Association of Teachers in Colored Schools. We cannot even confine ourselves to our state association, for so long as we are in the business of teaching our interest in the profession should be national in its scope. The price of progress is research. The exchange of ideas is a basic cog in the wheel of advancing civilization. Teachers' problems are in a large measure similar. The national association through its Bulletin and annual meetings endeavors to present to the teaching profession unique devices in material and methods for the improvement of teaching; inspiration and encouragement to teachers; and ways and means by which many of the most difficult problems, general and specific, are being solved.

The foregoing remedial measures are set forth to show what is possible to bring about in the very near future, a better day for Negro education in South Carolina. The suggestions, however, are not exhausted and therefore do not assume to cover the field of improvements desired.

The teaching profession demands today, as never before, a strong, efficient, courageous, fact finding, organized membership.

One cannot be true to himself or honest to his ideals if he does not associate with his practices all of those potential forces that are essential for reaching his goal; if he does not work hard and earnestly, if he does not embrace justice, and courageously guard the principles worthy of his economic and social effort.



A County Training School in Somerville, Tennessee

"The Place of the School in Social Reconstruction"

George A. Phillips, Teacher in Harriet Beecher Stowe
School & Ph.D. Student University
of Cincinnati

Since no great evil should be removed without the giving of a proper substitute, it follows that there should be no attempt to condemn or to criticize our present educational practice and procedure without presenting some constructive plan in the way of improvement. Consequently, the writer offers this article as a suggestive remedy for the educational improvement of our social condition.

That society is in need of reconstruction is not questioned today. The big perplexing problem, however, is: "How shall it be done?" It seems to the writer that the correct answer is "by education." If this be true the school is the one big contributing factor in the solution of this problem; and it will be the chief purpose of this article to attempt to define the place of the school in the reconstruction of society.

We are living today in a rapidly changing civilization. Science, inventions and industrial revolutions have brought about great changes in our economic and social life. As educational changes come much slower than economic, and industrial ones, our educational standards lag far behind our social, industrial, and economic standards of today. We are in need of a changing conception of education to meet our social demands.

Our three greatest social institutions are the home, the church, and the school. When working harmoniously together toward that goal which is the highest and purest object of all nations, a perfect civilization, these institutions gave us a society which justified our needs. In other words they were the integrating forces which held society together. They were the ones which ironed out our chief social difficulties in the past and they are the ones to which we should look in the future to reconstruct our social order.

We have lost our integrating forces to a large extent in the home and church. The school must take over the integrating power that is being lost by these social institutions and restore it to its primitive place or provide a suitable substitute for it. Clubs and organizations of various kinds must function in the school to supplant the church's lost power of social integration. In order to have these activities function in bringing about the desired social results we need not only to stress in our schools extra-curricular activities more than we have in the past but to do away with the "extra" and make curricular activities a part of our regular curriculum. Classroom activities do not furnish these advantages. They do not come by being compelled to toe the mark. The book worm or the honor student, who

holds himself aloft, often times becomes the laughing stock of society in later life. Therefore, we should look to extra-curricular activities to develop school spirit and social conduct and to prepare us for a better performance of our daily tasks in our school life. If school is life then our schools through these activities should supply this experience and develop a spirit that will grip men and in doing so give to them the power of extraordinary accomplishment, especially when working together for a common purpose. We need in the school a variety of such activities to parallel real life.

The public to-day is not interested in educating children to sit by the fireside and "listen in" to the great symphonies, but it is interested in their behavior in a higher and nobler type of civilization. We have learned that behavior is determined by emotional training. A knowledge of Latin or Algebra is no guarantee of conduct. A man may be taught how to drive an automobile until he has committed to memory all of the rules telling him everything that is to be done in drawing a car; but who can tell what kind of a driver he will be? Committing to memory of all of the rules is no assurance that he will know what to do in a crisis unless he has practiced with a car. This practice is as important as a knowledge of what to do. So it is in life. Practice is necessary in meeting the demands of life today. Character is built through social contact. School activities must furnish these contacts. They must give both the crisis and the opportunity for making the adjustments necessary to meet it.

One of the chief causes of our corrupt society to-day is a lack of the proper training of the emotions. This "craze for emotion" is emphasized by the popularity of motion pictures and jazz music. Multitudes of people are going wild on the emotional side. The reason that motion pictures are so popular is because there is so much shooting, stabbing, and loving in them. This is an emotional age. The criminal contrary to the common idea is an emotional person, and crime comes from letting loose of untrained emotions. The school can help lessen crime by training the emotions of children. Emotional training requires activities in the pupil's own enterprise. Each activity creates its own problems and settles them in its own way. Decisions are made in the interest of the whole group. Conflicts of opinions between individuals and the group are outlawed and by so doing the individual learns the lesson of "getting along" with others.

Three educational objectives need greater emphasis in order to better our social conditions. These

objectives are a worthy home membership, training for leisure, and ethical character. Children should be trained to live a life of culture and refinement and not to forget that personal respect, trustworthiness, good will, and an interest in the common welfare are essential to good social progress.

We need more home contact for social betterment. We, Americans, build the most palatial homes in the world and then do not live in them. We build these beautiful and costly homes and then buy automobiles to get away from them. Homes largely for the most part have become places to sleep. Since society does not spend much of its time and leisure in the home or to the advantage of society as a whole the public school must train or educate people to spend more of their time enjoying the peace and quietness in study and meditation in the home during leisure hours. This is a serious problem as we are going to have more and more leisure in the future, and for the betterment of society we need to emphasize training for the right use of leisure.

Most of all, perhaps, our civilization depends upon the conservation of moral values. We need racial conservation to better society. If our civilization were to go down we have no reserve of vital power in the outlying districts of the earth to call upon as did the Romans in days of old. Our schools must be made to serve the purpose of conservation if our society is to be preserved and perpetuated.

Our next step in social reconstruction is the matter of fashioning moral conduct. Our schools must put more emphasis on character education in order to better the moral fiber of society. Both Aristotle and Herbart argued for moral development as the end of education. Bagley also recognized this fact and included it in his aim for developing the socially efficient individual.*

In the early period of our country we had a church state government in which the church looked after the morality of its citizens. Personal conduct was rigidly administered. There is a possibility that it was too rigidly administered. Finally, religion was excluded from the schools by legal process, and as morality and religion were not clearly defined we let morality go out of the schools with the passing of religion. Now, seemingly, we realize our mistake and are endeavoring to put moral education back into the school. To develop satisfactory moral conduct we might have to study how children receive and impart their moral ideas. The school should take the attitude of positive habituation which implies that we set up conditions and situations in the school that would make for the right conduct and lay the foundation for the right moral habits.

There is such a thing as building up a fashionable atmosphere and that the pupils of the school will live up to the standard. With the right kind of work we can build up the type of atmosphere which we

want for the cultivation of morals and can put the program over by worthwhile campaigns. To do this we must have a staple teaching staff working on the job. After a period of years of such teaching we will be able to set up a standard that the children will respect and regard.

Moral education should be a perpetual campaign to build up the right kind of atmosphere which we want. The problem of moral education is a big one and requires more time and space than can be given it in this article. Since man's moral achievement never runs ahead of his faith we should elevate moral standards by giving it a new emphasis in our curriculum with the hope that society may be better served; and to this end it is our business to put society into the schools, or to make the school as Dewey says, "A miniature society."†

Another important step in social reconstruction is to stimulate a greater interest in the work and activities of the school. A child will go where its greatest interest is. As present, it seems, that his greatest interest is on the street instead of the school or the home. Consequently, on evenings after school and on Saturdays and Sundays we find him on the street, in the movies and other places of amusement. Compulsory education must compel his attendance at school. To meet this problem the school must make its work more interesting by putting into its program more of the things outside of school which engage the child's attention. It is a fine thing to let them play games under supervision on the school grounds after school. The home should provide, in co-operation with the school, the right type of amusement and entertainment. The building, grounds, and rooms should be made more inviting; and the entire school program must offer more pleasurable work and play than what can be found on the outside of school. Along with this we need to get teachers who can interest the children and hold them in school. This can be done if we discover the chief interests of the child and proceed to develop them. We must awaken ideals in children, discover what they want to do, help them to do it, and rejoice with them in any success which they may achieve. We want the co-operation of all the forces for the goal in which we believe—a perfect society. We must strive to reach that goal by bettering children.

Another cause for our social degeneracy is a lack of law enforcement. Particularly is this true with regard to prohibition. The lack of respect for law in this country is undermining the foundation of our government. President Hoover took the opportunity on April 22, 1929 to tell the nation the danger it was facing from a lack of the proper respect for law. Speaking on the subject he said:

"What we are facing to-day is something far greater and more fundamental—the possibility that respect for law as law is fading from the sensibili-

*Bagley, Wm. C. "The Eduative Process". P. 58 & 59.

†Dewey, John. "The School and Society". P. 32.

ties of our people. What ever the value of any law be, the enforcement of that law written in plain terms upon our statute books is not in my mind a debatable question.

"Law should be observed and must be enforced until it is repealed by the proper process of our democracy. The duty to enforce the law rests upon every public official, and the duty to obey it rests upon every citizen.

"No individual has the right to determine what law shall be obeyed and what law should not be enforced. If a law is wrong its rigid enforcement is the surest guaranty of its repeal. If it is right its enforcement is the quickest method of compelling respect for it."

In order to correct this sad state of civic laxity we should teach respect for law as a supreme duty of individuals. We should make it the political core of our civic instruction. Not only should we teach respect for law by precept but we should also teach it by example. The proper respect for law demands that lawbreakers be brought to justice and severely punished. Sentimentalism which is now regarded as the attitude of the court and public toward criminals, a wide spread spirit of rebellion against authority, the changing standards of modesty, and weakened defective homes, have done much to bring about a lack of proper respect for law; and for the good of society these conditions should be corrected and changed.

For the good of society perhaps science should never have been applied to make man comfortable but to make him perfect. We must admit at least that more emphasis should have been in that direction than what we have had in the past. Strong, large, stout arms were developed by work. Science has shown us how machinery may take the place of stout arms, and the automobile may be substituted for strong legs, while science, itself, in its application has drawn more heavily upon the brain.

Applied science has given us an abundance of comfort and happiness. I doubt if there has ever been so much happiness in the world as at the present time. Too much ease and luxury cause dissipation and dissipation will wreck our social order. We need to emphasize a different use of applied science in our schools — one that will be more instrumental in making men better that society may be helped.

Applied science may help us in bettering society if properly taught. It may be applied to the conservation of our physical and mental powers together with our racial values, as it is now being applied to material things. We must cease our effort at trying to make men comfortable and begin to make them better, and to this end let our schools dedicate their service.

Education may play an important part in training people to settle their difficulties in some other way other than blowing out each others brains with

high explosives, or by dropping bombs by airplanes to destroy buildings and works of art which have been erected with infinite labor and money.

For the good of society, the writer believes that we need to change our emphasis in teaching psychology. The greater emphasis at present is being placed on individualistic psychology. Our tendency is to emphasize the differences of individuals rather than their common likenesses. What we need is more socialistic psychology that will emphasize the common likenesses of individuals in order that society might be helped. Dr. C. H. Judd's book "Psychology of our Social Institutions" is one of the few books, seemingly, that points in the right direction for social reconstruction.

We can not train up a generation on the assumption that everything which they do is largely for themselves or individualistic and expect them to be good social individuals. Our tendency in the past has been too much in that direction. For the good of society we need better training in the common welfare.

By proper teaching applied psychology may play an important part in bettering society. The source of war is in the human brain where the instincts of combat lie deeply embedded, sanctioned by thousands of years of human history. To eradicate these instincts may be difficult; but to sublimate them may be possible and to this end applied psychology may be used.

Our modern scientific tendencies are not operated in the right direction to reconstruct or better society. Dentistry tends to give us artificial teeth instead of replacing the natural force for good teeth. Medical science has helped to lessen our tubercular rate but it has not helped to strengthen our constitutional resistance. Social hygiene has for its object the helping and caring for a weakened race rather than the making of a real healthy self-supporting people. While applied science has shown us how to increase the fertility of our soil it has also taught us how to decrease the fertility of our women, and since the new art is becoming fashionable among our better class of people and not among our worse ones we face the unhappy prospect of racial degeneracy.

The solution of this problem rests with the schools. They are the real melting pot pouring out a new race and a new civilization. Under them race and class differences and religious hatred must fade away. From this real melting pot must come the hope of social reconstruction. By proper teaching we can change our nation's ideas of thinking. It was said of Germany after the Napoleonic wars that the schoolmaster saved the nation by having taught so thoroughly patriotism and love for the fatherland. By the right kind of teaching we too may hope to correct some of our wrong social tendencies.

(Continued on page 27)

CALL THIRD ANNUAL CONVENTION OF THE NA- TIONAL CONGRESS OF COLORED PA- RENTS AND TEACHERS

All duly accredited delegates and representatives of the National Congress of Colored Parents and Teachers, are called to meet in Jackson, Mississippi, July 29, 30, 31, 1929, guest of the Mississippi Congress of Colored Parents and Teachers.

General Topic of the Convention Program:

The Child's Education

Meetings

The first meeting of the Convention will be called, Monday, July 29, 9:30 A. M.

Executive Board meets July 28, 3 P. M. (Place of meeting announced later.)

Program

Reports from National Officers, State Presidents, National Chairmen; Round Table Conferences on Physical Education, The Summer Round-Up, The Rural Parent-Teacher Association, Pre-School Associations, Citizenship; Addresses from National Secretaries, Directors and Educators; Community Singing; Recreational Activities; State P.-T. A. Songs and Stunts.

Exhibits

An exhibit of National and State Parent-Teacher Literature, Chart of Organization of The National Congress of Parent-Teacher Leaders' Charts, will be an education to all delegates. There will be a Health Exhibit.

Credentials

The credentials Committee will meet at 9 A. M. July 29. (Meeting place announced later.) All delegates, both voting and visiting, should register at the Registration Booth. Registration fee for delegates, \$1.00. After registering, delegates will receive Convention Badge and literature.

Representation

National By-Laws, Article VI. Section 2. Each State Branch shall be entitled to be represented at the annual meetings of the National Congress of Colored Parents and Teachers, by its president, recording secretary, corresponding secretary, and treasurer, or their alternates; and one delegate for every two (200) hundred members, in good standing

as shown on the books of the treasurer of the National Congress of Colored Parents and Teachers.

Section 3. The meeting of the National Congress of Colored Parents and Teachers shall be open to all members of the Congress, but the privilege of making motions, debating, and voting shall be limited to the members of the Executive Board and to the accredited representatives from each state Branch. A voting member shall have but one vote although entitled to vote in either of several capacities.

Railroad Rates

One way ticket may be purchased to the National Teachers Association in Colored Schools, convening in Jackson, Miss., July 26-August 2. Secure from the Ticket Agent, a reduced fare Certificate, which will entitle the purchaser to One Half Fare on return trip if signed at the Convention by the Transportation Commissioner at Jackson, Miss. Delegates and visitors to the National Congress of Colored Parents and Teachers will be accorded the advantage of these rates.

It is fitting that the National Teachers Association and the National Congress of Colored Parents and Teachers should convene at the same time and in the same city, for, together, they must work for the welfare of the child. Delegates, bring to the Convention your note books, sharpened pencils and the spirit of this wonderful Organization—Unselfish Service for Child Welfare.

Transportation Chairman

Mr. Jess O. Thomas, Herndon Building, Auburn Avenue, N. E., Atlanta, Ga.

Chairman on Homes and Hotel rates will be announced later.

Mrs. H. R. Butler,
President, N. C. C. P. T.
20 Boulevard, N. E.
Atlanta, Ga.

Mrs. S. F. Brown,
Secretary N. C. C. P. T.
62 Pinson St.,
Newnan, Ga.

(Continued from page 26)

So with the aim that boys and girls of today will be the men and women of tomorrow who must meet this new responsibility let us as teachers and educators receive the children with a kindly spirit of a familiar friend, and guide them through the experiences of the race and point out to them the ideals and aspirations of an ideal society.

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**E. C. ROBERTS, Director Summer School
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1928

The Jeanes Fund, for the improvement of Negro Rural Schools, cooperated during the session ending June 30, 1928, with public school boards and superintendents in 321 counties in 14 states.

The 324 Jeanes Teachers, paid partly by the counties and partly through the Jeanes Fund, visited regularly in these counties 10,157 country schools, making in all 53,796 visits, and raising for the purpose of school improvement \$541,538. The total amount of salaries paid to the Jeanes Teachers was \$282,250, of which the sum of \$167,085 was paid by the public school authorities and \$115,165 through the Jeanes Fund.

The business of these traveling teachers, working under the direction of the county superintendents, is to help and encourage the rural teachers; to introduce into small country schools simple home industries; to give lessons on sanitation, cleanliness, etc.; to promote the improvement of school houses and school grounds; and to organize clubs for the betterment of the school and neighborhood.

The good which these Jeanes Teachers do comes from three facts: First, they have freedom in their activities; second, they do things for actual improvement; third, they believe in and are devoted to their work.

I am constantly inspired by the writings and accomplishments of our people which appear from time to time in that wonderful publication of yours, The Bulletin. You have no idea how I enjoy reading it, and as soon as I have finished I pass it on to someone of our Chicago teachers that they might see the standard of educational teachings of the South, which so many would have us believe are mediocre. I was particularly interested in the last issue, but before I had the time to read it over someone borrowed it from my desk and I have not seen or heard of it since. Will you please mail me another copy if you happen to have one handy?

Charles Stewart, Jr.

Chicago.

"Be a good soldier and a guardian just,
Likewise and upright judge;
Let no man thrust thee into a dubious quarrel to
testify

Through fear of tyrant's vengeance to a lie.
Count it a baseness if your soul prefers
Safety, to what honor asks of her,
Deem it manly life itself to give,
Rather than lose the things for which we live."

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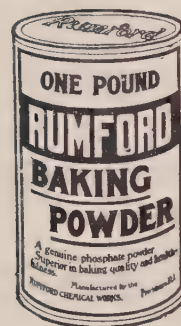
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